

# THE SIERRA EDUCATIONAL NEWS

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Important New Books  
Reviewed

"Cobbling" Through School

*Number One of a Series.*

SAN FRANCISCO, CAL.,

September 15th, 1917.

TO SUPERINTENDENTS, PRINCIPALS, TEACHERS,  
MOTHERS, FATHERS:—

Beginning with the November issue of the "News", we're going to tell you something of Milton Bradley goods and methods. We expect to show you just why the Milton Bradley material should interest every Kindergartner, Primary Teacher, Mother and Father in California or elsewhere. We'll give you a progressive continued story that will show you how both to interest and instruct "Sammy" and "Susie" whether in the home or the school. In the December issue (out December 1st), we'll show you what a real storehouse we have for dear old Santa Claus.

In the meantime you'll always be welcome at our headquarters at 20 Second Street, San Francisco, (just one block toward the Ferry Building from the Palace Hotel.) Here you'll find a school and home headquarters that's "different", with a huge room full of samples temptingly displayed. And whether you be Superintendent, Principal, Kindergartner, Primary Teacher, Father, Mother, Boy or Girl, you'll find just what you're hunting for. In fact you'll find many things you've dreamed of but never expected to see! And you'll find a rest room, a library, telephone and all conveniences to make your visit a pleasant one.

You'll always be welcome. And bring the urchins with you. It will give them a foretaste of the Christmas spirit.

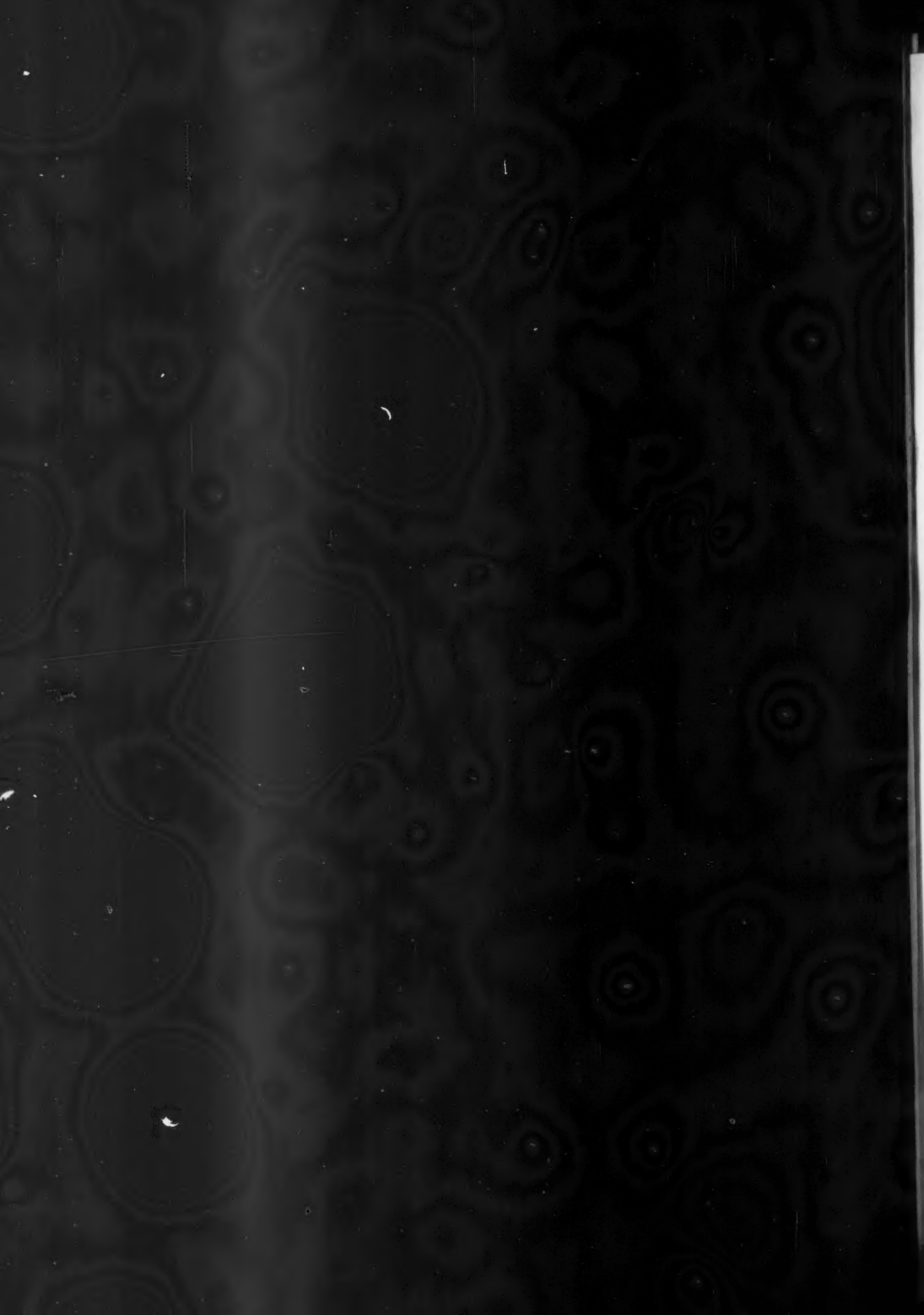
Cordially yours,

*L. Van Nostrand*

Pacific Coast Representative Milton Bradley Company,  
20 Second St.,  
San Francisco, Cal.

P. S.—Look out for the November issue. It'll interest you.





CALIFORNIA TEACHERS' ASSOCIATION

OFFICE OF THE PRESIDENT

OAKLAND, CALIFORNIA, September 14, 1917.

TO THE MEMBERS OF THE  
CALIFORNIA TEACHERS' ASSOCIATION:

At a meeting of the Board of Directors of the California Teachers' Association held last June, there was a marked desire expressed, particularly by some of the new members, for a complete survey of the activities of the Council of Education. It was suggested by some of the members, that inasmuch as the auditor who has annually audited the books of the Association had come from the Bay region, it might be well to select some expert from the Southern Section of the State to make this survey, and some of the southern representatives suggested Mr. Reynold E. Blight, an expert in this line of work and a former member of the Los Angeles Board of Education.

Mr. Blight's report has just been filed with the President of this Association. There are so many matters covered in this most complete and thorough survey that ought to be and no doubt will be of great interest to the various members of this Association, that your president is advising that the report be printed as a bulletin to be distributed to the members of the Association.

The California Council of Education has been in existence as the representative of the teachers of the State of California for nearly eight years. We have struggled along under trying conditions with more or less success. We have accomplished in the particular line for which the Council was created, that of looking after legislation, more than even the most ardent exponent of the cause had hoped for, but the time has already come when there are very many other lines of activity that ought to be carried on by an association composed of the teachers of the State of California. We have not begun to live up to our opportunities. We have not even begun to realize the value of co-operation and organization as many other classes of citizens have done. It is to be hoped that Mr. Blight's most admirable report may result in bringing about a sentiment in favor of the accomplishment of these still greater things.

Cordially yours,

E. MORRIS COX,  
*President Council of Education.*

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Cloud, A. J.....	Asst. Supt. Schools, City Hall, San Francisco
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E. Morris Cox.....	President
Arthur H. Chamberlain.....	Secretary

LOS ANGELES, CALIFORNIA, August 27, 1917.

CALIFORNIA TEACHERS' ASSOCIATION,

*Ladies and Gentlemen:*

Pursuant to your instructions, as contained in your resolutions adopted June 1st, I have made a survey of your business department and beg to submit herewith my recommendations.

I cannot see that any advantage would be gained by criticism of past or present procedure, and I therefore confine myself to constructive recommendations. I believe this is in accord with the spirit and purpose of your resolutions.

In educational affairs there are four factors to be considered: the child, the parent, the teacher, and the public. Primarily, the child is of the greatest importance, but any effort to obtain special privileges for any one factor at the expense of any or all of the others, will prove a most doubtful policy. I submit my recommendations herewith with the belief that your society takes this high, broad view of education as the purpose of your organization.

The most superficial investigation would reveal the tremendous potentiality of the California Council of Education for the promotion of the best interests of education in California. What has been accomplished already is full proof of the far-reaching possibilities of your work. As I investigated what was being done, I became convinced more and more that your watchwords should be "expansion", "development", "progress", rather than "retrenchment".

FINANCE

But here we meet your first and most serious problem. Campaigns of development may be easily worked out if the necessary funds are forthcoming, and it is easier to solve the problem before the liabilities are incurred than to raise the money to meet past deficits. Incidentally I strongly recommend that as soon as possible you put your finances on a budget system. In this way the Council maintains a complete supervision over all expenditures, and your executive secretary is relieved from a responsibility that is not naturally his. The budget should carry general appropriations and the detail of the expenditures must be left with the executive secretary, who is the only one sufficiently conversant with the daily needs of the office to pass upon them.

The immediately important subject for your consideration is, ways and means of increasing your income. In this connection I make four specific recommendations:

(1) That your membership fees be increased to \$2.00 a year, as \$1.00 neither covers expenses of the Association nor cost of the magazine. The present income is wholly inadequate to your requirements and in view of the enlarged educational demands, hereinafter elaborated, increased cost of paper, printing, etc., no member could object. Other States, such as Oklahoma, are re-organizing on the California plan and making a \$2.00 membership fee without a magazine. Membership at \$2.00 a year, on the basis of the present membership, would produce approximately an increase of \$8,250 annually.

(2) That a campaign be inaugurated to enlist to membership the 7,000 or more teachers who are not members now. The proposed expansion of your activities will make your membership very valuable to every teacher who desires to keep up-to-date professionally.

(3) That a campaign be inaugurated to increase the advertising in the Sierra Educational News. This recommendation is elaborated later in this report.

(4) That you provide for an associate membership which shall consist of persons who are not teachers but who are vitally interested in education. Associate members would have all the privileges of membership, except the right of voting. They might even be allowed to hold office if the teachers so voted. This broadening of the membership would make it possible for you to exploit the large auxiliary constituencies of our school system, such as the Parent-Teachers' Association, Mothers' Clubs, Libraries, School Trustees and Board Members, etc., etc. Properly handled, a campaign for associate members should result in largely augmented revenues, to say nothing of the increased influences and prestige of the enlarged membership.

Should the above noted recommendations be adopted, and the campaign pushed energetically, I believe that the income of the association would soon be increased by at least \$12,000 annually.

It is generally conceded that the advanced legislation of the past few years in educational matters is due to the efforts of the teachers, made possible largely through their organizations, and in addition to meeting current expenses a fund should be accumulated to take care of legislative emergencies.

## ORGANIZATION

After the financial question has been disposed of, the next logical subject for consideration is the organization by which the purpose of the association may be made effective. This I shall discuss under the following heads:

- Executive,
- Editorial,
- Business,
- Office Routine.

All efficient modern business organizations are based on two fundamental principles:

- Centralization of authority.
- Distribution and definite placing of responsibility.

## EXECUTIVE

The center of the organization should be the executive secretary, who is in fact the general manager of the institution. The board of directors should communicate their instructions to him concerning policies to be followed and all reports and recommendations should come through him. All departments and all employees should be under his control. In order that his position and responsibilities may be better defined in his title, I would suggest that he be known as General Secretary. The popular use of this title for similar positions in other well known organizations makes it almost self-definitive. Dignity and importance would be given to this position if it were given a four year tenure of office. It is impossible to develop and successfully carry out any far-reaching policies under a one year's incumbency.

If the work of the Council is to be carried on with increasing effectiveness, the General Secretary must always be a man of wide experience, of exceptional

business ability, a natural leader and of unquestioned executive capacity, as well as being thoroughly versed in and an enthusiastic believer in modern education. Such a man will always be able to command a high salary in the realm of business and education, because men are ever on the lookout for men of this calibre. I would suggest, therefore, that the Council show its business acumen by a willingness to provide a salary for this position commensurate with its responsibilities, and then leave him free and hold him responsible for results. Incidentally, may I be permitted to congratulate the Council upon having such a man at present in the position. In time, and this should be kept in mind as a definite object to be achieved, the General Secretary must have a corps of assistant secretaries who are experts in special lines, as for instance, educational, organization and field work, legislative, etc. At the present time the secretary should have at least one secretary to assist him. The work is altogether too heavy for one man.

The General Secretary should be relieved from all detail work, especially office detail. He is too valuable a man to fritter away his thought and time in petty matters. He should be free to work out plans and policies, to supervise the various departments, to visit the various sections, to enthuse and inspire the workers, promote co-operation and stimulate interest in the association by meeting leaders, addressing institutes, and other gatherings, and so forth. Recommendations concerning office procedure are made later in this report.

### EDITORIAL

The value of the Sierra Educational News to the association and to the cause of education in California is beyond estimate. What has been accomplished, valuable as it is, and accomplished in the face of great difficulties, is only a promise of what could be done. To this end, an editor, on part time at first and later perhaps on whole time, should be employed to work under direction of the General Secretary, who acts as Managing Editor. The amount of time and thought necessary to the production of a magazine of high standard, which includes gathering data, obtaining articles, writing book reviews, proof-reading, makeup, etc., is enormous, and is well worthy of the concentrated attention of a capable man. In time, undoubtedly the News should be able to pay for articles by recognized authorities which will add materially to the value and prestige of the magazine.

The preparation and publication of such bulletins as the one on High School Text Books, gotten out by you last September, involves considerable effort, and a series of bulletins of this kind would be of incalculable service to education and greatly extend the usefulness of your association. To further illustrate, an investigation of the place of supplementary material in the classroom, of the appointment and tenure of teachers, of courses of study, etc., would be very valuable at this time. The gathering and collecting of this data involves a great deal of planning and correspondence of state-wide scope. An assistant editor could be most profitably employed in this work.

### BUSINESS OFFICE

The most important part of the business department relates to the securing of advertising for the News. With proper support this department could be a very effective revenue producer. What has been done and what can be done is

well set forth in the following excerpts from a report by Mr. James A. Barr, made at my request:

"At the present time, the business side is concerned with three main issues, (1) Personal work to secure advertising; (2) Correspondence; (3) Keeping records, (sending out bills, collecting money, etc.). The records have been kept by one of the assistants in the office. As much personal work in soliciting advertising has been done in San Francisco, Oakland and Berkeley as could be done with the limited time available. Undoubtedly some business has been lost from lack of personal contact with advertisers.

"Correspondence with prospective advertisers has been kept up in so far as stenographic help could be secured. With but two helpers in the office, it has not been possible to cover the advertising field as it should have been covered during the six months that I have been assisting Mr. Chamberlain on part time. I have relied in the main on student help (secured without expense) for fully 90 per cent of the correspondence work.

"Secondly. Plans for the future involve an effort to secure more advertising, both through personal work and through correspondence. A card system of present and prospective advertisers has been worked out, numbering 950 persons, firms and institutions. These may be classified under four general heads: (1) Present advertisers; (2) Former advertisers; (3) First class prospects; (4) General prospects. For convenience sake, the 'General Prospects' are classified alphabetically under the following heads: (1) Advertising agencies; (2) Financial; (3) Food products; (4) Manual Arts; (5) Playground equipment; (6) Private Schools; (7) Publishers; (8) School and janitor supplies; (9) School furniture, apparatus and equipment; (10) Summer sessions; (11) Teachers' agencies; (12) Travel and resorts; (13) Visual education; (14) Miscellaneous.

"These prospects have been developed through a careful study of the advertising field in both school and popular magazines. The work is being developed as fast as time and available facilities will permit.

"Thirdly. When the California Teachers' Association was organized, with the Sierra Educational News as its official organ, the business, editorial and professional sides were covered by one man and one stenographer. With the tremendous development of educational activities, demands upon the Association and office, and increase in membership, it is now necessary for one competent trained man to give his time to the advertising and business sides alone, and the services of one trained stenographer are necessary in the work.

"With increased facilities for work, financial results should be secured through such lines of effort as the following:

"(1) **Personal work.** More time would be available to secure additional advertising through personal conferences. This should include work in San Francisco, Oakland, Berkeley, Los Angeles, San Diego, Sacramento, Fresno, and other cities. It should also include work at various educational conventions, but especially at the annual meetings of the National Education Association and of the Department of Superintendence. At these two National Conventions, opportunity is given to meet representatives of dozens of firms having commercial exhibits—and all good prospective advertisers. At the recent meeting of the National Education Association held in Portland, Oregon, Mr. Chamberlain and myself met all exhibitors and are quite certain to secure several new advertisers as a result of the personal work done

"(2) **Correspondence.** The correspondence with all prospects should be followed up systematically. It has not been possible to do this under present conditions. At times important letters have not been answered promptly, as desirable, as neither regular nor volunteer help was available.

"(3) **School District Libraries.** In California alone there are approximately 3450 School District Libraries. Under the state law, any or all of these districts might subscribe for the News. At the present time but about 10 per cent of these districts are subscribers. You will appreciate the importance of this field when you consider that the entire amount of each subscription (\$1.50 at present, which only slightly exceeds cost of issuance) comes to the Association. To develop this field would require time, stenographic help and personal work.

"(4) **General Subscriptions.** At the present time the subscriptions, for which \$1.50 are paid, are few in number, and are certainly less than 1,000. An effort should be made to increase the general subscription list. With an increased subscription list, and with a national list,—even small,—it would be easier to secure advertising, and in a short time the advertising rate might be increased. The effort to secure outside subscriptions should include members of the Mothers' Clubs, Librarians, etc., in addition to leaders in education throughout the United States.

"(5) **Service.** With increased facilities a 'Personal Service' department could be established for the benefit of both advertisers and subscribers. The subscribers (largely the owners of the News) should be induced to patronize the advertisers more liberally. The advertisers through various types of service could be shown that advertising in the News pays. Something on this line has been done by Mr. Chamberlain and myself, but has not been fully developed. Please note enclosed 'Educational Directory' with its direct appeal to subscribers. This was mailed (and at small cost) to about 500 Superintendents, Purchasing Agents, Boards of Education, Librarians, etc.,—in other words, to the real buyers.

"With increased facilities, various plans along this line could be done—and all calculated to give real value to the advertisers and to increase the revenue of the Association. For instance, it would be possible to secure advance information concerning the purchase of supplemental and reference books, school supplies, furniture, apparatus, etc. Letters could be sent to interested advertisers notifying them. This type of 'Personal Service' work is done by few publications, but it is one of the best ways to get advertising, to hold advertising, and to increase the rates of advertising."

I heartily concur in all the foregoing statements and recommendations. The present arrangement whereby the secretary pays the advertising manager out of his salary is open to grave objection. The plan now in force was brought about by the uncertainty of the financial situation. The Association being a Corporate Body, with Board of Directors, would be responsible for indebtedness incurred. The Board did not wish to assume responsibility beyond what could certainly be met. In order that necessary work should be carried forward, the Executive Secretary has shouldered this responsibility. Increased finance will make my recommendation possible. I strongly recommend that, although the advertising department should be at all times under the direction of the General Secretary, the advertising manager should be placed on the payroll and paid directly by the Board of Directors.

## OFFICE ROUTINE

The amount of detail work necessary to the effective conduct of activities as numerous and as varied as those of the association is almost unbelievable, until an actual survey is made. The wonder is that so much has been accomplished with the limited assistance at the disposal of your secretary. With adequate equipment, the effectiveness of your association would be multiplied many fold. A vast amount of data has been accumulated. Card index files, arranged alphabetically and geographically, covering all the teachers in the State, have been maintained, the value of which is at once apparent when it is remembered that the State Board of Education has no such list available, save for teachers in the high schools. Complete mailing lists have been prepared. The number of changes each month exceed 500, which in itself indicates the magnitude of the task of keeping up these files. Additionally, there is voluminous correspondence in answering inquiries, aiding organizations, stimulating interest and extensive work and matters of collections, etc.

Provision should be made immediately for more clerical and stenographic assistance. The increased activity made possible would, I am sure, produce sufficient income to cover the added expenditures.

Obviously, more office space would be required, but here again increased expenditure is necessary to efficiency.

I offer no recommendation concerning the accounting. There are indications that the bookkeeping has been neglected somewhat under the press of more important matters. As your income increases and your activities extend, carefully prepared statistical and financial reports will be necessary, and when that time comes, your present auditor, Prof. Hatfield, doubtless will be able to outline the best procedure.

## SOUTHERN CALIFORNIA

I would earnestly recommend and urge upon you the great advantage to be gained by the opening of a branch office in Los Angeles. The majority of your members reside in the south, and a southern office would enable you to keep in closer touch with your large southern constituency. In time I believe you will find it advisable to maintain an elaborate and completely equipped office in the south, but for the present and as an experiment the office might be opened in quite a modest way, to develop as seems necessary. The moral and practical effect would be most excellent.

I have endeavored to make my recommendations as concise and comprehensive as possible. My discussion of your affairs has been frank and straightforward, as I believe this was your wish. I am firmly convinced that the California Teachers' Association should plan a campaign of expansion, which, energetically and enthusiastically prosecuted, will not only add enormously to your influence, but will produce all the income needed to finance your work. You are at a turning point in the history of the organization. Dilatory and uncertain tactics will involve you in complications and controversies that will destroy your usefulness. Aggressive and constructive policies carried out with vigor and confidence will rally the entire membership to your support.

REYNOLD E. BLIGHT,  
*Certified Public Accountant.*





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## Editorial

### "COBBLING" THROUGH SCHOOL

The military authorities at Washington are outspoken in their criticism of lax methods in our school system. They characterize educational work as lacking in thoroughness. They denounce in no uncertain terms the inadequate training of our young men and women. They deplore the tendency to ignore proper discipline. They censure a tendency which results in inability of high school and college graduates to take or give commands or to execute a piece of work in a proper manner and at a proper time. Large numbers of college graduates who, during the past few months have been seeking commissions in the various branches of our military service, have failed in their examinations, both physical and literary. Says General Kane of Washington, in explanation of the cause of failure of so many men: "They are mentally and physically slouchy."

General Kane goes on to say that the college man of today is "pushed" through school. He has been spoiled for lack of proper discipline. His inability to stand upon his feet and talk and to give commands is attributed to the fact that his tongue is tied with indecision and "sloppiness." These men, says General Kane, "cobbled" through school and have no self-dependence.

#### THE CALL FOR WELL TRAINED MEN

How much of truth is there in this arraignment of the school! Reply is at once made by the school man that General Kane is thinking in terms of war, and not of conditions at the normal; the schools do not exist primarily as a training ground for men or officers for the field. Granting this, and with full appreciation of the fact that the military authorities may speak in exaggerated terms, we are now confronted by a condition rather than a theory. We need, and we need now, young men and women of initiative; men and women decisive, self-dependent, clean cut; men and women who know how to command because they have

been taught to obey. We need men and women who *know how to do things, and who do things a little better than they have ever before been done by any one at any time anywhere*. If we are to have such men and women we must expect the schools and colleges to train them.

We have no doubt that, inadequate as is the training of the school, its product will, by and large, much more nearly meet the requirements of the government than will the non-college type. The high school and college men and women are daily giving such accounts of themselves as to cause just pride in them and in the schools. Be it said, however, that the spirit of the criticism is deserved. We need such criticism, that our already excellent school system may be improved, and made to meet more nearly the demands of a developing democracy.

#### LACK OF PROPER TRAINING

But why dwell upon the emergencies of war, or the criticism of military authorities? If college men "flunk" in army examinations; if they have not "self-dependence"; if they can not stand upon their feet and give commands, then these same characteristic weaknesses are observed when these young men seek to enter other fields of endeavor. All over the land schools are turning out graduates whose diplomas, while attesting to knowledge of *subject matter*, are not a guarantee of self-dependence, of leadership, of ability to think or to do. If these young men lack in "discipline," it is not because they did not receive certain "military training," as such, in the school or college, but because they did not receive proper *training*.

#### QUALITY VS. QUANTITY

Two agencies there are contributing most to "slouchy" work on the part of young men and women in the high school and college. The first of these is found in the number of things demanded, the many different subjects to be covered. Superficial, slipshod work is too

often substituted for thorough, conscientious endeavor. Quantity rather than quality is accepted from the student. The ability to reproduce, parrot like, rather than the ability to think and to produce, is thought of as education. We of the schools should lay stress upon a few things well and honestly done. This will lead to the ability to accomplish many things satisfactorily. Our present tendency if carried much farther, will tend to weaken our educational system, and to produce men and women, indecisive, irresolute, uncertain.

#### THE LECTURE SYSTEM PERNICIOUS

The second agency contributing to "slovenly" work, and the thing which more than any other enables students to "cobble," is the much abused, if not pernicious, "lecture system." It is the lazy way for the instructor and the uneducative way for the student. This method carried to the extreme, is bad enough in college. When dragged into the high school class room it is little short of an educational crime. It enables the college professor to hold at bay an assembly of Freshmen who can't talk back. It is no test whatever of the ability of the professor as a teacher. The student is placed in the position of a bottle or sponge, and is to give back to the professor through the written paper or examination that which has been given him. The nearer the approach to this ideal, the better the standing of the student. In the high school, this method enables the instructor to get on with the minimum of preparation, to show off his knowledge before the class and to *dignify* the high school through inoculation with college methods. And rest assured the high school or normal school instructor whose habitual method of approach to his class is through the "lecture," looks upon the University as the ultimate goal of service, and upon the institutions of "higher education" as the only channel through which to attain mental salvation.

#### REAL TEACHING DEMANDED

No wonder students can't think upon their feet, or speak a clean-cut, out-from-the-shoulder sentence. Their thinking and talking is done

for them. They write themes and essays and papers and examinations, when in actual life it is thinking and talking, much more than copying and writing, the average man and woman will be called upon to do. What we need in high schools and colleges, is what we have in greater measure in the primary grades,—real, out-and-out teaching. And having determined what are the essentials, these should receive chief emphasis. Many things are to be studied of course. But the insistence should always be upon thoroughness. It is a shame and disgrace that young men and women are permitted to slide over their work. The difference between an educated and an uneducated man, is not that the former knows many things or can perform difficult tasks. Rather, the educated man is he who does well and acceptably the simple things; who finishes what he undertakes; who knows where to go for information when he needs it. Real teaching produces this type of educated person.

#### WHAT CONSTITUTES EDUCATION

Blind obedience? No! The schools, however, should teach obedience, open mindedness, co-operation, leadership, service. They should teach the necessity of doing things well. Slipshod work should never be tolerated. No man or woman is trained, regardless of the degrees or diplomas won, who can not read clearly and effectively with perfect understanding to his hearers; who can not stand upon his feet and talk persuasively and without restraint; who can not write with facility, a clean, legible hand; who can not handle with ease the common arithmetical processes of every day life; who has not an appreciation of good literature and uplifting music and enobling art; who has not an understanding of the world's industries, and social problems and scientific development.

Such a man or woman will have vision, poise, balance. A person so trained will be competent to weigh right and wrong, good and bad. A mental and physical training required to produce such a person, is the type needed in our schools and colleges. The product of such a school has not "cobbled."

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## THE RURAL TEACHER AND SOCIAL PROGRESS

C. L. PHELPS, DIRECTOR OF RURAL EDUCATION, STATE NORMAL SCHOOL, SAN JOSE, CAL.

COUNTRY people are individualistic and hard to organize. There seems to be but one common interest that binds the entire rural population together, and that interest centers in the public school. Concerning the desirability of having good schools and acquiring an education, there is a decided unanimity of opinion. The tendency to believe that their schools ought to be improved and adjusted to the needs of country life is constantly growing, and there is an increasing demand for the things that are most vital, and for the activities that are most fundamental in the adjustment to rural life in its growing complexity.

Recognition of this great community interest of all people called forth legislation making the school building the home of their local organizations. And if the civic center law had become as effective as it should, it would have done more to give the teacher a place in the adult life of the community than any other agency in existence. Likewise, it would have done more to give back to adults a place in the school. For a long time the tendency of law-makers was to take away from parents the control of their children, and to increase the power of the teacher. The final straws were the compulsory attendance law and the law prohibiting the assignment of school work to be done at home. Such legal action was very gratifying to the teacher, but it tended to take away the interest of parents in the school. Modern methods of teaching have, also, tended to eliminate parents from any part in the school education of their children. Consequently, the children have been left almost entirely in the hands of the teacher.

### CIVIC CENTER LAW

The civic center law is a move in the direction of giving back to parents a part in the education of their children. It is a great socializing step. It attempts to include adults as well as children in the scheme of education by providing a common meeting place for all. It gives adults the feeling that they are not entirely left out of the great institution in which they have such a fundamental interest. It is a piece of progressive legislation. But the fact is that it has not become as effective as it should, largely, through the failure of the teachers to make it so. The law for compulsory attendance was welcomed by the teachers, and every effort was made to enforce it. In many cases it meant money for them directly, as funds were apportioned on attendance. The civic center law, on the other hand, does not offer a pecuniary reward for interest in its effective working. The situation resolves itself into a question of the teacher's interest in community affairs, and that interest can be fairly accurately judged by the activity displayed in efforts to organize the social affairs of the community, or in making effective the ones already initiated.

The civic center should give its greatest service to rural communities, for town and city people have plenty of calls to meet together, and their community spirit is of necessity rather well developed. In country places, on the other hand, it is often almost entirely lacking.

### STATISTICS FROM 279 SCHOOLS

The status of rural community spirit may be fairly well indicated by the following statistics, collected from 279 rural schools of Merced, Fresno, and Tulare

counties in this State, and showing the amount of the various social activities found in the districts. Literary clubs held meetings in twenty-five school buildings, Sunday Schools in fifty, church services were held in fifty-one, and dances in sixty-two. But 161 districts did not have a church inside their bounds, and 102 had no meeting of any kind in the school buildings except the elections, which were required by law.

Here is a rather striking situation for the teachers of these districts, and it may be assumed that conditions in other parts of the State are not materially better. And, although we have on our statute books a law enacted to relieve the worst of these conditions, no concerted effort has been made to make it effective. Even the leaders, except a few here and there, are not actively supporting it, and the law is in danger of becoming a dead letter.

The conditions found here are not due to lack of training on the part of the teachers, for while a bulletin of the United States Bureau of Education indicates that only 3.3 per cent of the rural teaching force of the United States are normal school graduates, an examination of the training of 485 rural teachers in the counties mentioned in this article showed 67.8 per cent normal school graduates and 10.8 per cent college or university graduates. In amount, this is far superior to the training shown by rural teachers in any other section of the country, and yet the condition of community activity in rural districts of this section is much inferior to that reported in such states as Virginia and Wisconsin, although the amount of money invested in school buildings, the amount paid for teaching, and the training of teachers are all far superior in California.

The trouble is that we are not acting on conditions as they are. Many of our rural communities are undeveloped and unorganized. They are just emerging from frontier conditions, while we are giving them the stock education of older communities and taking for granted the social organization, which, in reality, does not exist. We are giving them teachers trained in theories of class-room management as some one has conceived them for urban conditions. We give them theories of teaching as it should be done in cities. And all the time we are expecting new and inexperienced teachers to transfer all this training and make it effective in solving a set of difficult problems with which they are not familiar.

It is apparent that two things are necessary in any satisfactory readjustment of rural education. One of these is a new type of school building, and the other is a new type of teacher.

#### MODERNIZE RURAL SCHOOL BUILDINGS

Wherever possible the one-room school building should be eliminated. In central California 150 out of 307 rural school buildings studied contained only one room. This number should be systematically reduced, and no new ones should be built, except in cases of extreme emergency. If sufficient pressure were brought to bear for a period of ten years, the one-room school building in this region would be a thing of the past. But so long as the one-room school is frankly recognized as the "model" for rural districts, so long will no concerted effort be made to eliminate it. We talk about consolidation and point to the East and to isolated examples in the West, while our school districts go on dividing up into smaller units and building more one-room school buildings.

It will take legislation, organization of school people, and a knowledge of evolu-

tionary development to remedy this matter. But it can be done. A more difficult problem than this was undertaken in the attempt to eliminate illiteracy from a poor, mountainous county of Kentucky. But the effort was successful and grew into a movement of national importance, while its leader became a national figure. We could eliminate the one-room school building in the same way, if we organized and all our leading educational agencies joined forces for that purpose.

We need to develop, wherever possible and as soon as possible, buildings containing at least two class rooms, with separate work rooms for boys and girls. In all new buildings there should be this minimum of school accommodations. Where the one-room building exists in isolated places and there is no chance of securing a larger one, "lean-to" work rooms should be added, so that teachers who are trained in domestic science and manual training, as graduates of our State normal schools may be able to make use of types of training which are fundamental to rural life. Unless we can get some such adjustment in rural school buildings, we may as well do away with the expensive training in these subjects for rural teachers.

One other room that should be included in a practical rural school is an assembly seated for adults, in which all school activities that are open to the public, and all community meetings of adults may be held. Its value is obvious.

#### NEW TYPE OF RURAL TEACHER

The other necessity, generally recognized, is a new type of rural teacher. Such a teacher should have, first of all, a thorough understanding and appreciation of the business and labor problems of the farm and the farm home, an active training in the management of rural affairs, a

clear conception of the social development of the rural sections of the State, and an ability to organize rural activities and conduct meetings in rural communities. She should realize that in so far as social organization is concerned, the average rural community in this State is far behind those of many other sections of the country which are much poorer in fundamental capacity for development. She should know and appreciate the meaning of the fact that a State like Wisconsin can hold 20,000 regular meetings in its rural school houses in a year, and that the people profit in many ways from them. She should recognize the fact that most of our rural communities would be just as progressive as these, if only the right kind of leadership started them in the right direction. This is especially true in our newer communities, where the backward conditions are so often due to the fact that no effort has been made to improve them, rather than that the people fail to appreciate improvement.

Three years ago the people of a certain cross-roads place carried on a university extension course and were proud of the fact. They paid a poet \$100 for an evening's reading of his poems and were boastful of that fact. But in doing so they had exhausted their resources and were in need of help. Fortunately, help was at hand, for a civic center league was organized in that section of the State for the special purpose of aiding community development. This community joined, and the teachers of the Union High school district organized as a working body, started civic centers in their own school buildings, planned programs for their own meetings, developed local talent, exchanged talent and programs with near-by communities, contributed a considerable variety of talent for general use in the

work of the league, became a practical object lesson for other communities, and aided materially in the development of the league. These teachers have rendered distinctive rural service, the fact is recognized, and they are appreciated by their communities.

If rural teachers as a whole could more fully realize that it is for them and their communities to work out such social problems as these, largely through the leadership of the teachers, and if they could receive a more definite training in public affairs, such as the handling of organizations, the development of interest in local affairs, the directing of recreation and

amusement, and the creation of a unified local public opinion on matters of progressive action, and if our leading educational institutions should wage a campaign to improve the unsocial condition of our backward rural communities, not only through the giving of courses in rural education, but through active propaganda and field work, then we might expect, throughout the State, to see progressive development of the same kind as has already been experienced in certain localities where training and leadership on the part of the teachers have produced an awakened community spirit and worked out a satisfactory rural life.

### OUR MEXICAN PROBLEM:

#### One Rural School Teacher's Experience With It

MARGUERITE HOLDZKOM, IMPERIAL, CAL.

THE country extending from Santa Barbara to Yuma, Arizona, is commonly known to the people employed on the Southern Pacific Railroad Company as the Los Angeles Division. In this division are employed by the company about 3,200 Mexican laborers.

Their homes are similar to the description of the ordinary picture a tourist may get in the average small railroad station of the town of possibly ten American inhabitants. A space, perhaps as large as an ordinary city block, is enclosed by a white-washed fence. Within this enclosure are ten or twelve useless box cars arranged so as to form a Spanish patio. Here the families of these laborers spend their leisure moments. The car is divided equally, by a board partition, and each compartment is given to a Mexican and his family for their home. In these small quarters he must feed, clothe and shelter his immediate relations. These families are usually large, and if there are no

children in them, somehow, the head of the household manages to find relations who are less fortunate than himself. There is not floor space enough for so-called beds to be placed, and for this reason, when the family is furnished a bed, authorities complain that they usually break up the same for fire wood. If such be the case, how can one blame them. If the bed was allowed to remain, some of the children would be obliged to sleep under the stars regardless of climatic conditions. One bed would not accommodate the entire family, and more could not be put in the average house of this type. As a result, the children and parents lie on the hard floor, sometimes draughty and cold owing to large cracks in the boards. With a sack for a mattress, and another for a covering you have the Mexican bed complete.

The food is mainly beans and a mixture of flour, salt and water, placed on a hot tin-brick stove to semi-cook. This is known as "tortilla." The clothing worn

by the children is very limited, and the women are dressed mostly in cast-offs of the charitable neighbors who have a kindly interest in them. If a Mexican woman has a few cents to put in new material it is almost always spent for the younger children's aprons, for if a Mexican woman wishes to dress her youngsters for a special occasion it is usually her conception that an American style is most appropriate.

The question is, does the Mexican and his family want to live in this manner? It is not the wish of any Mexican after he has seen the way the average American lives, but how can he improve this state of living if he has a large family, and but a salary of one dollar and a half per working day to supply his daily needs? Consider for a moment how the English-speaking race could manage, on the same wage in a foreign country without any knowledge of its customs and laws of business. Reminding ourselves of the necessity of this foreign labor as a means to our own industrial progress, we are practically allowing these people to come to our land at our invitation. After they have been landed in some obscure locality we promptly forget the obligation we owe them—that of making eligible citizens of them. Many of these same immigrants have children who are American by birth, and are entitled to our rights and privileges. They are being permitted to be brought up in homes where no opportunity for speaking the English language is afforded them. Accordingly within our very State these children are brought up as a foreign race.

In many communities we have no schools in which to educate these children, because of lack of sufficient funds to maintain schools. However, where schools do exist, I am wondering if the authorities are really interesting them-

selves in the home welfare of the Mexican population where the attendance is practically made up of these pupils. A teacher employed among the Mexicans can have access and authority to visit and find out for herself why there exists conditions that are so frequently found in their home. It is certainly not because of the Mexicans hatred for dropping the old for the new, but rather a lack of proper supervision, and interest on the part of the teacher whose obligation is to endeavor to present some means of educating the mother and her family, as well as those in the classroom. If education means only the school children's advancement, then what is to become of the home, when the child is so educated that her or his home is no longer the desired environment and he is willing to leave the place of his parents without any knowledge of his future obligation toward them. If the teacher is of the right attitude in such small communities she will immediately see her problem, and get the English-speaking people interested in her cause, and organize her work so that she is really accomplishing something, and is not a sham to education and its aims. Sewing, and cooking classes for the women of the home affords a splendid opportunity for the wife of an American to prove her ability as a practical teacher, and she may take charge of this part of the social work. Some other member of the community may be especially clever in arranging social gatherings while some one else is talented in English, and may organize a conversational club for the older members of the family who feel too old or are not at liberty to go to the day school. If these suggestions are followed out, the effort of the teacher will not be lost, nor her work, for she has given a genuine sentiment and inspiration to her co-workers that will not die upon her departure, but will be

carried on by those who remain and will inspire others.

One does not realize the absolute confidence the Mexican community places in a person who has the right attitude toward them, for unknowingly she becomes the doctor, adviser, and peacemaker of the household. She is always a welcome guest, and attention is carefully given any suggestion and advise as to sanitation and newer and better methods. She is consulted in the purchasing, and trading which one family may wish to transact with another. Thus, they become familiar with the ways, and customs of our country, for always the conversations must be that of the English language for this is the only medium in which we may hope to Americanize this foreign population.

The playground work also furnishes a splendid opportunity for teaching the language. This is known to the Mexican youngsters as the hour for sports, and rec-

reation. The mothers and older members of the family often join the games, provided, it is at a convenient place, and there are no adult spectators. Meanwhile the supervisor is gaining constant respect, and admiration from the participants. I do not believe anywhere will one find the spirit of play any more apparent than among the Mexican people, and they possess a very keen sense of fairness in all outdoor games.

Before we may ask the help, and co-operation of the Companies who have given the equipment of the present housing of these Mexicans, we must do our duty and bring the advantages of practical education to these people, who if given the proper opportunities could appreciate and would be desirable citizens. Let us get together, and give the Mexican a square deal as we would want were we in his position in a foreign country.

### HOW THE LOS ANGELES MELTING POT IS BECOMING AMALGAMATED

NETTIE G. BLOCKER, MACY ST. EVENING SCHOOL, LOS ANGELES.

**A** CITY the size of Los Angeles has many problems but the one that is to spell success or failure, to make or mar its civic unity is her successful or unsuccessful reception of the hordes of foreigners who are crying at her gates.

Some of these adults—the children are well cared for in the day schools—are educated in their own language; some are wonderfully skilled in the use of their hands; in wood-carving, in clock-making, in embroidery, in lace-making; some can neither read nor write in any language, yet all have a common need. This need is immediate and vital. It is a practical and usable knowledge of the English language.

Did you ever go into a beginners' class

in Russian? After the teacher had held her pencil in the air pronouncing it in Russian; after she had held up her book saying the Russian word for book as she did it; after she had pointed to and named various objects in the room, how many of those words could you say? How many could you spell? How many could you honestly say belonged to you?

The Los Angeles Evening School Teachers are seeing the adult foreigner's handicap. They are realizing that the adult is just a grown-up little girl or boy anyway and can't digest a mass of new words unless they are taught them by a little boy or girl method.

A visitor to an adult beginners' class will perhaps find a class having a reading

lesson about a man who is buying fresh vegetables at the corner grocery. Before the lesson is read from the book there is much to be done. Perhaps the tomato is the first vegetable mentioned in the new lesson. The teacher will pronounce it. The class collectively and individually will say it. Then she will write it on the board. She will produce a chart having a brilliant tomato on it. Oh, how these people love color and brightness in their workaday lives! On the chart will be a few simple sentences, thus:

"This is a tomato. This tomato is red. It is good to eat."

If carrots are to be bought, a picture of carrots will be shown or a rapid sketch made on the board by the teacher. Then follows repetition, varied repetition, motor repetition. The teacher gives sentences. The students give sentences. Sentences are written on the board. The teacher pantomimes. The teacher pantomimes again. The pupils in turn pantomime. The second night after a review of the new words, a grocer's blank book, in which he keeps his record of his customer's daily orders, is produced by the teacher. She takes one of the blanks which has been previously filled in with the date and a bill of vegetables. She has written the cost of the vegetables in the proper column, and totaled them. This blank is now explained to the class in simple English. It is passed among the students for examination and questions. Now they are given pencils and blanks. They are asked to make out a bill for say, 10c worth of tomatoes, 15c worth of carrots, 6c for beets, 10c for corn and to write the total in the proper column. The third night the original lesson may be read with profit.

There are lessons on the department stores, on the various rooms in the ordi-

nary dwelling, with the various articles of furniture used in each. Hygiene is brought in incidentally. In studying the dining-room, charts showing the proper way to set a table are shown and explained. The words knife, fork, spoon and napkin are learned and used.

The Civics classes are conducted in much the same manner. These are usually composed of advanced students, however, and when the class is studying some subject of common interest, for instance, the City Fire department, individuals are encouraged to tell from observation how the fire-house in their neighborhood is equipped. Pictures are shown, questions are asked. In studying the Post Office system, application blanks for money-orders are filled out and discussed. Money-orders with receipts are filled out and explained for the benefit of the class. Type written lessons which tell each step in detail—the application, the money-order itself, the sending—are read by each class.

That the foreigner may be made to feel that this education functions in his life, plans are being made for uniform promotion in the Evening Schools. Principals are calling on millowners and factory managers asking for their support and co-operation and assuring them in return a two-fold recompense. Many of these large concerns are agreeing to offer rewards to their men for faithful service at Night School.

Another problem with which the adult foreigner must grapple is the Americanization and corresponding alienation of his young. The younger generation cares only for American customs and traditions and many of them speedily grow to have a contempt for their less progressive parents. They are thus losing that most

valuable of all forces—the influence of the home.

To meet this need the Los Angeles schools have established, in the foreign districts, mothers' classes, both day and night. The mothers come, bringing their babies, timidly, at first, but with increased assurance, to learn English. They bring old garments, also, which they are taught

to make over into serviceable clothing for their children. They are taught American cookery and allowed to prepare their native dishes as well.

Often, the Mexican women show their appreciation to their friends, the teachers, by preparing delicious meals of chile con carne, tamales, and tortillas, at which they are honored guests.

### IN DEFENSE OF THE SPECIAL TEACHER

H. P. WEBB, TEACHER OF BOOKKEEPING, FOURTEENTH STREET INTERMEDIATE SCHOOL, LOS ANGELES

THE attack on the special high school teachers, contained in the March number of the SIERRA EDUCATIONAL NEWS, has aroused much indignation among those teaching under the special certificate; and it is felt that some of the statements made should not go unchallenged. That these teachers are of "inadequate preparation and narrow outlook," is a sweeping statement, justifiable only if one accepts a full college course as the only means of obtaining an adequate preparation and broad vision.

Statistics as to the exact preparation of special teachers are not available, but inquiry as to the education of a considerable group shows that most of them have had the full normal school course, have had one or more years of college work, and then have specialized in their special subjects in such institutions as are necessary. This preparation usually requires much more time than is required for one's major work in a regular college course.

The regularly certified teacher is usually called upon to teach the subjects which he studied as major and minor in college. These subjects are his specialties and he has put upon them the special study that the special teacher has put upon his subjects. The regular teacher is not qualified,

though certified, to teach those subjects upon which he has not put special study, and one of the weakest links in our system of certification is that which allows the regular high school teacher to "fill in" by teaching subjects for which he has had little or no preparation.

If the regular teacher subtracts the time spent in preparation for the special subjects, which he is really fitted to teach, from that of his entire course, it will be seen that he has devoted no more time to other general subjects than has the special teacher.

Having a wide acquaintance among special teachers, I took pains, after reading Prof. Clarks' article, to question the first twelve special teachers with whom I had opportunity for conversation, as to the years each had spent in preparation. But one of this number had had less than four years of training beyond high school, while the average was well above five years. Seven were graduates of normal schools, two of law schools; one had an A. B. degree and all had done considerable college work in addition to the time spent on their special subjects. This was not a picked group, and I believe it to be fairly representative of the training of the average special teacher.

Inquiry as to the education of all the special teachers in a large high school of varied curriculum, where 40 per cent of the teachers were teaching under special certificates, showed preparation that compared very favorably with that of the regular teacher.

The ranks of the special teacher are recruited largely from the more ambitious of the normal school graduates and it is seldom that he begins his special work without considerable teaching experience.

The summer schools and the Saturday continuation classes are found to contain a large per cent of special teachers and those aiming to become special teachers. This is quite indicative of the spirit of the special teacher. Far from being inadequately prepared, he is continually gaining advanced knowledge.

That the mature teacher does not obtain all of his training in the university does not mean that his work is necessarily of a lower grade than it would be if taken as part of a regular college course. Take for example, an advanced course in accounting. Few studies can compare with it in the requirements of careful thinking, concentration, and accuracy.

Again, if one will take the pains to observe the personnel of almost any university summer or continuation class, he will find that it consists largely of those who have spent ten or more years in their life work, after obtaining their initial education. The work they do in class indicates very largely how those years have been spent. Often among the keenest minds in the class are found those whom the university ranks as lower classmen. In the same class may be found post graduate students, some of whom are doing an inferior grade of work and who show

themselves to be lower, both in intellectual and in general culture, than some of the lower classmen. The latter has his college degree and is considered educated and capable of teaching general high school classes. The former who may have obtained a better education, though by other means than through university classes, can obtain little recognition, and no certificate for general high school work. I do not say that such cases form the rule, but the exceptions are many and the university has made no attempt to recognize the man who has power, poise, and culture, but whose work to gain such has not been wholly done within the university halls.

Thus excellent teachers have often been barred from teaching in our high schools because they have been judged solely on the time spent in the university rather than on the power they have obtained.

The State Board of Education has wisely provided for the "equivalent alternative" so attacked in Prof. Clark's article, with the result that many of the special subjects are being much better taught than would be possible otherwise.

The courses in the high schools have been greatly broadened during recent years by the introduction of many special branches, with the result that the attendance has very greatly increased. It is to be regretted that these additions which have added so many thousands of pupils to the high schools have received such scant recognition from the university. But whether they receive recognition or not, they are here to stay because they fill a long felt want. Let us trust they will continue to be taught by those best fitted to teach regardless of how the teacher's training is obtained.

## EDUCATIONAL FORECAST FROM THE N. E. A.

### THE CLAIMS OF SCHOLARSHIP UPON THE NORMAL SCHOOL

WILLIAM T. FOSTER, PRESIDENT OF REED COLLEGE, PORTLAND

THE war has brought out in sharp relief the characteristic shortcomings of the schools of the United States. Our people, as a whole, are prone to contentment with mediocrity and avoidance of the discipline of prompt, thorough and exact achievement. In these respects, the schools of the United States reflect the people. Our schools, as a rule, do not make necessary the prompt and complete performance of duty. They do not cultivate the habit of "being there." As challenges to the powers of the majority of the girls and boys of the United States, they are absurdly inadequate. The high school diploma is no guarantee to the employer or to the college that the graduate has ever been required to do his best at anything. In this respect the college degree is no better. Indeed, it may stand for four years of irresponsible and head-long pursuit of the joys of college life, during which the youth has formed the habit of "getting by" with a minimum of effort.

Thousands of boys in our training camps are experiencing for the first time the necessity of performing assigned tasks promptly and exactly, day in and day out. Thus they are having the benefit, for the first time, of a discipline from which there is no escape. All of them know it; and most of them enjoy it. They would be the first to acknowledge that they would be far better off now had they been obliged throughout their school days to toe the mark.

The teachers of the schools and colleges of the United States, themselves, as a rule, products of easy-going institutions, are not likely to make the rigorous de-

mands that are necessary for the cultivation of character.

When they do begin to tighten the screws, objections are raised at once by the parents and politicians. Students themselves do not offer serious difficulties. In the long run they prefer the hardest task-masters.

This school contentment with work half done is reflected in our industrial world. What consternation there was in all our laboratories where accuracy is imperative, as soon as the supply of instruments from Germany was cut off.

In opposition to the proposed adoption of the metric system by manufacturers in this country, Mr. Halsey said, in the *American Mechanics*: "Those who make things instead of merely measuring them regard the argument for the system as without weight." This scorn for the man who merely measures things is a natural product of slipshod school methods. What inaccurate measurement may mean in a crisis, we are discovering by means of bombs that explode a few seconds before their time, shells that almost fit, target-finders that are sometimes dependable, and machine guns that only approximate the specifications. The unreliability of American manufactured products is said to be a by-word in Europe. Some grounds for this suspicion of our products are likely to remain as long as school diplomas, college degrees and teachers' certificates are no guarantee of respect for a scientific accuracy or of habits of painstaking and sustained effort in the performance of duty.

## COMPULSORY EDUCATION OF THE ALIEN \*

L. R. ALDERMAN, SUPERINTENDENT OF SCHOOLS, PORTLAND

OUR educational system is designed to reach the coming generation only. It completely ignores the generation of today. We have as yet no effective plan for reaching and assimilating the great masses of aliens who are coming to our shores. Congress has tried to solve this problem by applying educational tests when the foreigner arrives. But the mere fact that he is illiterate when he arrives is no proof that the immigrant is poor material for American citizenship. His illiteracy probably has been due to a lack of opportunity. How much more effective would tests from time to time after his arrival be in determining whether or not he is manifesting an active interest in becoming an American in spirit and in loyalty!

The solution of the alien problem lies in compulsory education. Opportunities for voluntary attendance will not be more

successful in the case of the adult than it would be in the case of the child. The economic pressure is of course greater on the adult than on the child. Yet his needs are great and his decisions regarding education at the time of his arrival are crucial.

National security and the growth of democracy demand that the alien be educated for American citizenship. We have the machinery already provided in our public school plants. This machinery is unused at the times when the adults can best use it. The cost, therefore, is small when compared with the results possible. Because of our allied interests with the nations from whence we are getting most of our immigrants, the present opportunity is great. Action looking toward a more effective system of assimilating the alien should not be postponed.

## ADAPTATION OF COURSES IN DOMESTIC ECONOMY AND INDUSTRIAL ARTS TO MEET EXISTING DEMANDS

C. H. DEMPSEY, SUPERINTENDENT OF SCHOOLS, HAVERHILL, MASS.

IT has in truth remained for the present era of war and high prices to bring us to a sharp realization of the need, both in the home, in industries and commerce, and in our national life, of true economy and forethought—of thrift.

The cultivation of genuine thrift is emphatically one of our most important national and individual problems, and must be a task of every social agency we have.

Three things the schools, as a branch of governmental activities, ought to do:

*First*, They should serve as a means of publicity and dissemination of vital and practical knowledge. By instruction of pupils, and through them of adults, by organization and direction of parent-

teacher associations, by establishment of lecture and instruction courses for adults, and by other similar means, splendid service can be rendered in bringing most valuable knowledge and impetus to people who need one or the other.

*Second*, The schools should furnish demonstrations of practical methods of meeting present demands for better provision and utilization of food products and other necessities, both for our own use and for that of our allies in Europe.

*Third*, The schools are the best existing organization not only for demonstration of practical individual economy, but also for the formation and fixing of habits of intelligent industry, efficiency and thrift.

These three functions, the dissemination of knowledge, the demonstration of practical methods and application, and then actual use and mastery by the recipients—pupils or citizens—constitute ideal service and should go hand in hand.

The particular departments of school work best adapted to this broad service are the courses in domestic economy and industrial arts. Their aims, equipment, and methods have from their inception been in line with our present economic needs. In the expansion, adaptation and emphasis of these departments lie the readiest means of contributing to our national domestic welfare.

Our most acute needs of this sort are evidently these: More abundant supply of staple foods; more general conservation of food by storing, canning, etc.; more economical use of food as to quantity and kinds, balanced rations, use of substitutes, nutritive values; avoidance of waste due to difficulty of marketing, spoiling, poor cooking, lavish serving, ignorance about foods, etc.; elimination of excesses in condiments, fancy foods, candies, etc.; practical knowl-

edge of clothing, textiles, footwear, house furnishings and the like; practical knowledge of use of household equipment, fuel, light, etc.; knowledge in marketing and purchasing, supplemented by judicious government control of prices; development of personal efficiency in gardening, handiwork, household accounting, dress-making and the like.

Our courses in domestic economy and industrial arts, then, should assuredly be greatly expanded to give us speedier, more complete and more widespread mastery of the production and utilization of the necessities of life. Where such courses do not exist in elementary and high schools, they should by some adequate means be introduced. Where already installed, their scope should be broadened if necessary by lengthening the school day. Vocational and continuation classes and special classes for adults, day and evening, should be organized at once for instruction along lines indicated. Credit for home work, in household arts, canning, gardening, and industrial service, and adequate supervision of such related activities ought to be provided in fuller measure.

### TRAINING THE SCIENCE TEACHER

E. R. EDWARDS, STATE HIGH SCHOOL INSPECTOR, JAMESTOWN, N. D.

THE first and perhaps the most important step in the preparation of a high school teacher is taken when the person has himself completed a good liberal four-year course in a good high school. It is not essential that such person graduate with honors as often times others make as good or better teachers. I think it has been my observation that the high school from which the teacher was graduated is a most potent factor in determining that teacher's ideals, standards, and methods.

Perhaps we can best attack the problem of the training a science teacher\* should have by considering briefly some of the things which a successful science teacher must keep always in mind. We have discovered that the attitude of mind called scientific is not at all simple and is not readily assumed by immature thinkers. The child's or even the youth's interest in things about him is not often, if ever, scientific. Scientific thought and practical skill are diverse things. The prospective

science teacher then should have had such a grounding in the psychological facts of science teaching as would at least suggest to him methods of overcoming these difficulties.

The teacher must remember that the children in the early years of the high school course having had no systematic science work may be almost afraid of the work at times, but students of this age possess tremendous possibilities. They have real interests in things about them. This interest may be used to good purpose or it may be dulled by repression and lack of exercises.

These pupils possess enthusiasm without self consciousness which is so often a characteristic of pupils a little older. The question for the teacher is not so much, "How shall I teach?" as "How can I best help the pupil to learn?" It is not so necessary that the teacher answer the pupil's question or that the pupil answer his but the real teacher will stimulate the pupil to ask and to answer his own question.

The successful teacher of science should not be a highly trained specialist. I believe that the person of no very marked taste for, or interest in, any one science succeeds best. Specialization means limited attention and limited interests. The specialist is apt to be bored by children's questions and to be so deeply interested in

getting past what he terms "the drudgery of the subject" that his pupils are early discouraged. If they survive one course they will never take another unless compelled to do so. The specialist looks askance at any new science entering the school. Society today is trying to overcome the narrowness of extreme specialists. Someone has applied to the agencies being used for this purpose the term middlemen. It is a good one. High school teachers may well be these middlemen. This tendency to narrowness in science teaching forms one of the greatest problems of our modern high school.

Professional training in an institution such as the college of education in a university or at least several thorough and broadening courses in psychology, pedagogy and general education pursued in the standard college, are advantageous.

The best training in pedagogy and methods which the prospective science teacher can get is that done in the college where a model high school forms part of the equipment. Where the institution does not have such a school the next best opportunity is observation work in the nearby city high school. In my opinion nothing can quite equal in value for the teacher observation and actual cadet teaching in a model high school under proper supervision. This work should give the prospective teacher a good working idea of laboratory methods, equipment, etc.

### PRACTICAL FINE ARTS, EMERGENCY ART COURSES FOR WAR-TIME SERVICE

ARTHUR W. DOW, PROFESSOR OF FINE ARTS, TEACHER'S COLLEGE, COLUMBIA UNIVERSITY, N. Y.

**A**RT, in the form of crafts and occupations, may serve the Nation in camp, hospital and home. It may provide a livelihood for the disabled and for destitute families of soldiers. The Fine Arts Department of Teachers' College is al-

ready helping in this way to relieve the women and children of Belgium.

Art occupations are curative to the nervous and a comfort to the convalescent.

The painter may use his art as "CAMOUFLAGE" on the sea, to disguise ships, or on the land to conceal military operations.

Emergency art courses that have been offered and suggested at Teachers' College, Columbia University, are:

Drawing and Painting—Pencil, chalk, colored crayon, for field work or demonstration teaching. "Camouflage" for naval and military purposes.

Publicity—Advertising, war posters, lettering, Liberty Loan posters and post cards.

Stenciling and Dyeing—Color work for decorations, banners, signals and flags.

Clay Modelling—Pottery substitutes for metal, papier mache modeling, plaster work for hospitals.

Tin Can Work—Making, from *used tin cans*, of utensils for camp and home, cooking pots, candlesticks, dippers, coffee pots, hot water bottles, etc.

Home Furnishing—Room coloring, interior painting.

Gardens—Window and table gardens, flower arrangement.

Wood block printing on fabrics.

Weaving on Hand Looms—Grass curtains, mats, rugs, baskets, rush weaving for chairs and stools.

Costume designing for service.

Handicrafts (for those unable to walk)—Painting boxes, cards, linoleum printing, cut paper, wood toys.

Photography.

## ADJUSTING OURSELVES TO A NEW BUSINESS ERA

H. C. SPILLMAN, MANAGER OF THE SCHOOL DEPARTMENT, REMINGTON TYPEWRITER COMPANY, NEW YORK CITY.

**I**N a few months at most the clouds of the world's greatest war will have cleared in the sky; one-half of the world will have fought itself to death. The flower of European manhood and intelligence will be fertilizing a continental battlefield. The wheels of European progress will have turned back five hundred years; civilization will rise like a phantom, wrap her robes about her and travel a few thousand miles farther on her westward way. No longer shall we retrospect the seas for the seat of learning, of science, of culture and of commerce. All these will have been thrust into our keeping. There will have come a new order of things, a new dynasty of kings—monarchs of commerce. As the child becomes father of the man, as the world's youngest nation accepts from her parents the scap-

ter of leadership may we have the wisdom and integrity to be worthy of it.

The merchant who measures up to his possibilities in this new era of American commerce will alter his point of view to meet the changed conditions. He will not need to be so much wiser than he hitherto has been but he will need to, indeed he must, make a closer application of his wisdom of his work. The vital principles of life as they relate to the intercourse of mankind will undergo no great change but our attitude toward these principles will shift more to bedrock. We are already beginning to do as well as we know; we are crossing over from knowledge into habit—we are adjusting our conduct to our principles. Confucius said in the ages long past, "The man who knows the truth is not equal to the man who loves it." Nor is the man who loves the truth equal to the man who lives the truth.

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## METHODS OF CONDUCTING A READING CLASS: Suggestions for Primary Teaching

MARY A. SCHAULAND, SAN LUIS OBISPO

THE importance of proper methods in conducting a reading class cannot be overemphasized, for, "Reading is the key to practically all subjects of the school curriculum." It is the means for comprehension of other subjects. Many failures in Geography, History, Arithmetic or other studies are due to the fact that children do not read understandingly. Do not necessarily assign lessons consecutively, that is, in the order they occur in the reader. Reading is stimulated by relating it to other subjects. For instance, if a selection in the reader bears upon the history lesson under discussion, assign that reading lesson to supplement the history lesson, even though intervening pages in the reader have not been covered. It helps to show the child a relationship between his various subjects and, furthermore, keeps interest alive.

The proper assignment of a lesson is an important factor in conducting a reading class. Plenty of time should be allowed for it, for good assignments, will, in the end, save time. It can scarcely be made in less than five minutes and even to take more would be time profitably spent. Advanced pupils should be able to receive oral assignments or they could use note books of assignments and then follow them in the study of the lesson. Call attention to the more difficult words; illustrations that may be given; emphasize the important topics; encourage topical recitations; guide the pupil in securing mental pictures of all that is beautiful in description.

In advanced classes the assignment may be made at the close of the period, but in the Intermediate Grades, I think the results are better if the pupil can study im-

mediately after the assignment has been made.

As in the oral assignment, so in the board assignment, be clear and definite. It is well to state first the number of pages to be read, and require the reading to be done first, as the essential requirement should be the getting of the thought. Call for reproduction of the whole or parts; call attention to difficult words; possibly ask a few pointed questions concerning the subject matter. Always keep in mind that the assignment should act as a guide to the child in mastering the lesson. The more definite this guidance, the less waste there will be in study time, and a good study period should result in a good wide-awake recitation.

Fix the assignment of the lesson in the minds of the pupils by having them read it through silently, or orally. An individual might read it orally, or the teacher might read it. Call attention to the arrangement of the work assigned. If reading of the lesson is called for first and dictionary work last, make it clear that that does not mean just the reverse.

As a rule, before I make a definite assignment for preparation, I have a study recitation for general discussion of the advanced lesson as a whole, speaking of the author, giving to the children any item of interest I may know that might increase the general interest in the lesson. But the main purpose of this period is to master the difficult words, so that there need be very little dictionary work during the study period. It is very essential that the words be mastered before the pupil can read at all. He must know the form of the word, its pronunciation, its meaning, if he is to grasp the context, and

read with the proper expression. Dictionary work should be introduced here and the children taught to select the proper synonyms or definitions. This can be done by fitting in the meaning of the word in place of the word itself and have the selection read thus. And to further fix the meaning ask the pupil to give a sentence of his own using the new word in connection with words he knows. Never use a dictionary without referring to the reader, for words should not be looked up as mere words. When the difficult words have been mastered the thought of the lesson can be secured. A child can often surmise the meaning of a word through the other words of the sentence and then dictionary work is unnecessary. Always have the pupil try to secure the meaning from the context and only when that fails use other methods.

Use the board much in teaching pronunciation. It saves time. Pupils, who have had the phonetic system can recognize the smaller units in a word of several syllables and so with the guidance of the teacher, will, in most cases, master the pronunciation. Diacritical marks should be known. With the words mastered and the definite assignment upon the board, the child is ready for the silent preparation of his lesson.

The oral recitation follows the silent study period. It tests the pupil upon the preparation of his lesson, and points out to both teacher and child the needs of the latter.

When the reading of the child seems to be purely mechanical, question him so as to bring out the proper thought and emphasis, and then ask him to re-read the selection, but not without correcting his mistakes. Oftentimes, mistakes can be foreseen by the teacher, and in such cases it is well to remove them before he reads.

It is better to ask pupils to notice the good points in each others' reading than have them on the alert correcting mistakes made. Let the teacher correct the mistakes or help the child, reading, to correct his own.

### THE OLD DIME NOVEL

(By William F. Kirk)

The teachers took them from your hand and  
tore them into bits,

"Frank Reade's Electric Air Machine,"

"Frank Reade's Electric Submarine,"

And other classic thrillers, back to which  
your memory flits.

"Frank Reade's Electric Wagon" and "Frank  
Reade's Electric Man,"

Those vivid, living pages that you left your  
work to scan!

You saw consigned to ruthless flames those  
gems you used to prize,

You heard them classed as "common trash, a  
mass of foolish lies."

Your daddy used to seize you very gently by  
the ear,

And in his stern and righteous way

"What awful trash!" he used to say,

"Why don't you read Charles Dickens, or  
'The Ride of Paul Revere?'"

And then you read Charles Dickens—with the  
pages opened wide

And "Frank Reade's New Electric Horse"  
spread stealthily inside.

Full many a man has scaled the cliffs and  
weathered worldly gales

Who spent his early boyhood reading Bead-  
le's Half-dime Tales.

The other boys, who stuck to toys and read  
the deeper books,

Who thought dime novels weren't nice,

Somehow, they haven't cut much ice,

And Life's important prizes haven't dangled  
from their hooks.

Though wisdom is a thing to prize, too many  
minds it chokes—

Without Imagination we would be a race of  
jokes;

And future Thomas Edisons may loom be-  
fore our gaze

Who liked to read dime novels in their  
golden boyhood days.

## State Federation of School Women's Clubs

### FACING THE WORLD UNTRAINED

GERTRUDE LIVINGSTON, FREMONT HIGH SCHOOL, OAKLAND

**T**HE problem of the boy who leaves the grade schools is enlarging in this present industrial change. Petty opportunities are increasing to lure boys from school as helpers in stores and factories. To national education belong several phases of a big task: (1) To augment the training of the boy who is forced to leave to support himself or another; (2) to correct the impression that it is foolish to attend after legal age if he is eventually to enter business; (3) to make it untrue that there is nothing practical for a poor boy to learn. Note the history of one city boy:

Leaving school, childish play, and the association of children of his own age, he plunged into the battle that puzzles men. His father knew only one line; his teacher had never ventured near the shops and the factories; even the corner grocer was crabbed in his advice. The boy could not reach the grown-ups who might answer. Naturally, he sought the older, wiser boys on the street. In what small measure could they give him the scope of industrial possibilities!

Now the hope of youth is paramount, and equal to its ignorance. The boy was fortunate in getting outdoor employment, and he rode gaily about on his bicycle while the other boys stayed in stupid school and earned nothing. But monotony clung to the front wheel of that bicycle; round and round she went. After a while she conquered. When the boy recognized her, the struggle began, and finally he lost his grip on both bicycle and job.

He deliberately gave up. Fortunately, his Americanism had risen to his help, and he staunchly declined to look forward to nothing. The difficulty that met this boyish adventurer in commerce was the

fact that he did not know that he was handicapped. As office boy, he started again. With persistent observation and outside hours of figuring, he might have lifted himself into a clerkship, rising to be bookkeeper or salesman, but he had a disdain of details. Then the catastrophe came. The positions of office boy and clerk were combined and given to a boy of high school and commercial training, and the one real chance of his life slipped by without his recognizing the opportunity.

Soon he found another job. "It's easy to find a job if you're a hustler," he said to himself. He kept busier than the average boy of his class, but he drifted. One month he was in a box factory, the next in a cannery. His migration without supervision was making him restless and careless of improvement.

One day chance brought him an opening. "No one under 16 years need apply," greeted him from the window. He had been used to working with boys, but here men and women of all ages were hurrying in and out. Yes, there was just one machine idle in the afternoon. He could start in the spinning room. Only a dollar a day to begin with, but he would soon learn! Double his wages in three months! Now that was just what he had been looking for. From one o'clock on, he worked his eight hours every day. He tried to think that the spinners all looked like Santa Claus, with the cotton lint hanging to their hair. He tried to think the machine was human. He tried to think of everything there was in the world to think about, but soon his thoughts ran over and over the same monotony.

By the time he had doubled his salary, he grew restless and sought promotion.

He wanted to gain another dollar's increase. Well, no, but he was welcome to enter another department and begin at the bottom. A decrease in salary did not spell promotion to him, so he stayed where he was. No one told him to change, to master every detail of every branch and become foreman. He blindly stuck to his task for ten years, struggling faithfully till his health gave out, and then drifting into spasmodic employment.

Here lies the tragedy of this unguided

life—the tragedy that educators must prevent. The energy that makes it possible for a boy to speed up on piece work costs him nervous power, and yet this energy is the very characteristic that might mean success in some field of trained activity. From the highest earning capacity in unskilled labor, he sinks into the haphazard income that is meted out to the boy who has lost his youth without gaining mental equipment or building up physical reserve.

### NOT STRICTLY PROFESSIONAL

HARRIET A. BRAUN, TECHNICAL HIGH SCHOOL, OAKLAND

**T**HERE is no class of women that needs advice so little and gets so much of it as teachers. With this truism well in mind I am about to inflict upon my fellow-workers an adjuration to duty that has but one merit: it is presented rather infrequently, for it is more usual to address teachers as professionals of limited interests than as members of the human family in vital relation to adults as well as to infants.

At the present crisis educated wage-earners have a special opportunity to benefit the less fortunate woman whom the great war will make an integral, permanent part of the world's working force. The Civil War furnished the women of the United States the right to take part in public labor but gave them a small share in the rewards of labor; it is to be hoped that the present war may result in some adjustment of their pay, not only to the value of the work performed but to the necessities of a reasonable life. The young woman, like her brother, may be enabled to attend the ball game on her holiday, or, unlike her brother, to read French litera-

ture during her evenings, instead of conducting an amateur laundry in those hours of ease; and the older woman may meet serious obligations without the ruin of her health or the sacrifice of her affections. Now this happy consummation is most likely to be attained in a very simple manner, as men have attained it—by an enlightened selfishness. If the women who have reached some degree of financial success, however modest, of whom the teachers of the western states form a class numerically important, hold firmly to what they have gained, with the hope—rather, the purpose—of further advance, the reaction upon the condition of all industrious, competent wage-earning women cannot but be favorable. It is vitally important in the economic readjustment that impends that such women be able to support small families in a style to which they have not hitherto been accustomed, and the practical leadership of educated women, many of them responsible for dependents and acquainted with limitations, will be of much more value than a merely romantic ideal, however lofty.

### NORMAL SCHOOLS AND SUPPLEMENTARY BOOKS

The following communication from the office of Attorney-General U. S. Webb, under date of July 26, has been sent the State Board of Education:

Gentlemen: I have your letter of July 20, 1917, referring to our opinion Number 3412 relating to the power of normal school boards to issue bulletins or text books for the use of teachers or pupils in the training school departments. You state that you agree with the views of this office "that the State Board is the only authority in the State charged with the compilation and publication of a uniform series of State text books," but you ask whether, under the provisions of Section 1489 of the Political Code, the boards of normal school trustees may not prepare and publish bulletins to be used as supplementary texts with the approval of the State Board of Education.

The provisions of section 1489 of the Political Code to which you refer empower the boards of trustees of the State Normal Schools "to provide for the purchase of school apparatus, furniture, equipment, stationery and text books for the use of the students." You state that it is the impression of your Board that the term "provide \* \* \* text books" could be construed as permitting the normal school boards to prepare and publish these bulletins or supplemental texts. To my mind, the section is not subject to the construction desired by your Board. The language used in the section is "to provide for the purchase of \* \* \* text books." There is nothing in the section which indicates an intention on the part of the Legislature to confer upon normal school trustees the power to provide text books by compiling and printing them. This power is committed entirely to the State Board of Education and the Legislature by conferring upon that Board the power to compile and publish a uniform series of State text books thereby denied to all other boards any power to do the same thing which any of such other boards may have assumed to exercise. In seeking to determine the powers of a State board or commission we do not look to see what such board or commission is prohibited by law from doing, but we seek to find what powers the Legislature has expressly, or by necessary implication, conferred upon such bodies. From the

correspondence in this matter it appears that the boards of trustees of the State normal schools have extended their activities in the publication of these so-called bulletins so that at the present time they are actually text books and are being sold at cost to the students and teachers in the different communities. As the law relating to the duty of the State Board of Education to compile and publish State text books applies to the training schools of the State normal schools as well as the other public schools of the State, the action of the normal school boards in preparing and publishing the so-called bulletins is a clear violation of the law of the State, and the moneys expended in the preparation and publication of such bulletins is expended without any legal authority.

The Legislature has made no distinction between the use of text books for general use and text books for supplemental use. If the State Board of Education deems it necessary to publish and furnish text books for supplemental use in any of the schools of the State, then it is the duty of the State Board to compile and distribute such text books. In the compilation of such text books or supplemental texts, whatever they may be called, the State Board may make use of the results of the labors of the officers and teachers of the various normal schools, but the books so compiled must be printed, distributed and used under the direction of the State Board of Education.

### AN ANCIENT PRAYER

"Oh, for the love of Mike!"

"Don't bother me with any more chain letters!"

"They bother me,"

"They bother the post office."

"They make us all tired."

Please copy this carefully fourteen times, mail it to thirty-nine of your friends, with a request that they each copy it seventy-six times and mail it to one hundred and twenty of their friends, if they have that many.

If you do it, in seventy-two years you will meet with some great loss. If you don't do it, inside of ten minutes you will feel a blame sight better.

"Don't break the chain!!!"—From "The New Age."

## THE LIBRARIAN'S DESK

The appointment as State Librarian of Mr. Milton J. Ferguson in succession to the late J. L. Gillis, meets the approval of the people throughout the State. Mr. Ferguson has been Assistant State Librarian for a decade, and his work has become known beyond the borders of California. Before coming to this State, he was the first President of the State Library Association of Oklahoma, being a graduate of the University of Oklahoma. He was given a Certificate of Honor by the New York State Library School. Having been admitted to the bar in this State, and with experience in journalism to his credit, he is today, following his work under no less an authority than Mr. Gillis, well qualified for the task before him. He will carry forward the work of his able predecessor in developing the County Free Library.

"The County Library" is the title of a splendid article by Harry Pressfield, appearing in the California Outlook for September. Among other things Mr. Pressfield says:

The county library links itself up with every educational need of the neighborhood of which it is a part. The man that is taking an agricultural course through the correspondence department of the State university, without any cost to him except the postage on his lessons, is able to get the books that he needs in his work. The country minister that wants to keep abreast with what is going on in the religious world and is unable to buy the books he wants because of his small salary will have his wants supplied.

The woman's club in the small village or out on the farm—for the woman's club movement has now reached the farming communities—can get the books necessary for following the course in Browning, Renaissance art or home nutrition. The literary society organized for the amusement and prompt of the young people during the winter evenings will be amply supplied with material for debates. The rural school teacher will be able to supplement the meager library furnished by the school board with almost any book that she needs. The scientifically inclined individual who would like to get hold of some books on thermo-dynamics will get them, and even his wife, who does not prefer any mental diet stronger than Bertha M. Clay, will have brought right to her rural delivery box the books that will furnish her an imaginative revel.

The success of the library system has been due to the fine spirit of helpfulness and service that has characterized our county librarians and their assistants. They are a fine class of public servants. As a general thing they are paid far less than they ought to be. It requires education, business ability, special training and common sense

to run a county library successfully. When a county secures a librarian of that type let the salary be equivalent to what is paid to the highest-priced teachers.

**The Constitution of the State of California, 1917 Edition**, has recently come from the State Printing Office. Honorable Arthur P. Will, Legislative Counsel, writes us: "In 1915 the Legislature authorized the preparation of a volume containing the Constitution of California, the Constitution of the United States and other documents. So great was the demand for this volume on the part of the Federal and State officials, libraries in all parts of the country, schools, and the public generally, that the edition was speedily exhausted. The Legislature of 1917 directed the Chief of this Department to prepare another edition." In this edition the latest amendments are included, as are also recent decisions construing various sections, and the index is much enlarged. It is a volume of 376 pages.

**"Why State Universities Have Succeeded"** is discussed in a bulletin issued by the Chamber of Commerce of the United States.

The bulletin says as follows:

"The state university has alike the faults and failings, the virtues and accomplishments, of democracy. It is neither in conflict nor competition with the endowed college, though in many ways their work is identical. More and more, however, it is creating distinct fields of endeavor and thus enlarging to the many those opportunities of higher education, which would otherwise be denied them." Note the statement on Co-education:

### PART PLAYED BY CO-EDUCATION

"Because of its democratic nature, the state university is almost invariably and inevitably a co-educational school. So, for many years it anticipated that awakened spirit in the modern world, and especially in our country, which recognizes woman's proper place in the general scheme of things, which she has been so long denied by antiquated and reactionary thought. It seeks to make woman independent in thought and action, so far as circumstances and the limitations of sex permit, and thus to fit her as an efficient and fitting companion and comrade for man, rather than that mythical, impossible creature, who was the glory of the sentimentality of the mid-Victorian period. The 'co-ed', as she is generally known, has the opportunity of a practical test of comradeship during her four years' sojourn at college, and the roll of marriage licenses in after years between

classmates is the best answer to the specious statement that education gives woman a distaste for domestic life.

"As woman's increasing participation in economic and political life is clearly one of the marked features of coming years, it is evident that she is entitled to and must needs receive, more serious preparation for her new part than the milk-and-water education, and the flummery of elegant accomplishment, with which a past generation afflicted her. So, the state university imposes upon her the same requirements, and offers her the same opportunities, as the male undergraduate. The proportion of female to male students grows slowly year by year, and is notably larger in the far West than elsewhere."

#### MAKING LIFE ON THE FARM WORTH LIVING

"The great city has ever been the problem of every civilization from Babylon, Ninevah and Rome to our own times. The cry 'back to the land' is mostly theoretical sentimentality, because it is entirely impracticable," the National Chamber report concludes. "The real answer to the portentous menace of the great congested center is to make life on the farm attractive and worth while, for the problem is even more social than economic."

The **National Service Book** is the title of a volume of 250 pages issued by the Committee on Public Information, Government Printing Office, Washington. This sets forth matters of great public interest such as Domestic Welfare, European War Relief, Financing the War, Agriculture and Food Supply, Industry, Commerce and Labor, Facts About the Army and Navy, Aviation, the Council of National Defense, State Registers and like important subjects. The book should be found in every school and public library.

**Agricultural Preparedness and Food Conservation; A Study in Thrift**, is a 32 page Bulletin setting forth the addresses and discussions of the Committee on Thrift Education of the National Council of Education at its meeting recently held in Portland. The topics discussed are Thrift—A Patriotic Necessity, by S. W. Straus, President American Society for Thrift; How the Schools May Help Increase Food Production, R. H. Wilson, State Superintendent of Schools, Oklahoma City; Waste of Food From the Producer to the Household, J. A. Bexell, Dean Oregon Agricultural College; Thrift in the Home, Katherine Devereux Blake, Principal Public School No. 6, New York City; Adaptation of Courses in Domestic Economy and Industrial Arts to Meet Existing Demands, Clarence H. Dempsey, Superintendent of Schools, Haverhill, Mass.; Food Storage and Preservation, Henry R. Daniel, Secretary American Society for Thrift; The

Schools and the Food Problem, Arthur H. Chamberlain, Chairman of the Committee.

Copies of this Bulletin have been sent to City and County Superintendents, High School Principals, school officials throughout the State and Nation. Any teacher interested may receive a copy until the supply is exhausted, by writing the Chairman of the National Committee on Thrift Education, Monadnock Bldg., San Francisco.

The **1917 School Law of California**, recently sent out by the Superintendent of Public Instruction, is a volume of 384 pages. Expedition has been shown in the preparation of this volume by the School authorities and its issuance by the State Printing Office. The issue of two years ago was considerably improved upon, particularly through the work of Honorable Job Wood, Jr., in his indexing. The present volume shows a still greater improvement. Fifty pages are devoted to the index, making it a much simpler matter to locate a particular section than heretofore. In making this index 4,500 cards were used by Mr. Wood. In the margin of each page there is set opposite each section its number, and at the bottom of each page, the particular subjects referred to in these sections. Credit is due Mr. Wood for this admirable piece of work.

Four bulletins of more than usual interest have recently come from the United States Bureau of Education.

No. 48, Series of 1916, on Rural School Supervision, by Katherine M. Cook and A. C. Monahan. It dwells upon rural supervision under union, district and division superintendents and county superintendents and takes up the various forms of supervision throughout the country, such as the state rural school inspector in Wisconsin, the Cook County system of rural supervision, rural supervision in Vermillion County, Ind., and in a Tennessee county.

In the 1917 series, Bulletin No. 2, on the Reorganization of English in Secondary Schools, is a report by the National Joint Committee on English representing the Commission on the Reorganization of Secondary Education of the N. E. A. and the National Council of Teachers of English. Report compiled by James Fleming Hosic.

Bulletin No. 10, Development of Arithmetic as a School Subject, by Walter Scott Monroe.

Bulletin No. 23, Three Short Courses in Home Making, by Carrie Alberta Lyford, Specialist in Home Economics, of the Bureau.

**School and College Credit for Outside Bible Study**, by Clarence Ashton Wood, World Book Company, pp. 317, price \$1.50. This volume comprehends a survey of a non-sectarian movement to encourage bible study. It is proposed to give academic credit for bible study carried on outside the school whether in the home, church, Sunday School, such organizations as the Y. M. C. A., the Y. W. C. A., or other associations. The book covers two fields: Bible study by children in state schools, and school credits for home work. Colorado, Kansas, North Dakota, Alabama, and certain other states have gone far in developing co-operative plans. At no time in our history has there been greater opportunity or need for such co-operation as now. All teachers and parents interested in moral education will find this book most suggestive, and those who are seeking how the English Bible may be used as a fundamental in the study of literature or the classics, will welcome the volume.

**The Manual Arts**, by Charles A. Bennett, Professor of Manual Arts, Bradley Polytechnic Institute, Editor Manual Training Magazine. The Manual Arts Press, pp. 116, price \$1.00. Through long experience, Professor Bennett is thoroughly competent to write upon the subject of Manual Arts. For years he has had charge of the training of teachers in this all important line of school work, and as editor of the principal publication dealing with this subject, he has kept in touch with the various phases of the movement throughout the nation and across the ocean. Under such titles as *Which of the Manual Arts Shall be Taught in the Schools*, *The Place of the Manual Arts in Education*, *The Development of Appreciation*, *Vocational Training*, *The Selection and Organization of Subject Matter in the Manual Arts*, *The Group Method*, *The Factory System*, the author sets forth clearly and briefly the fundamental facts underlying the teaching of the Manual Arts in schools and how the work may be carried on to the best advantage. Throughout there is shown an appreciation of the other school subjects, and the relation of the manual arts to the school curriculum. A list of questions touching each chapter are of value. The book can be used with profit not alone by those interested in the manual arts and vocational subjects but as a reading circle book for teachers in general. As a reference book, it should be found in every library and upon the desks of school administrators.

**The Science of Human Nature, a Psychology for Beginners**, by William Henry Pyle, Professor of Educational Psychology, University of Missouri. Silver, Burdett & Co., pp. 229, price \$1.25.

This is a very excellent text for students in normal schools or may be used with profit as a reading circle book or by those who have not had the advantage of professional training. The author sets forth in a perfectly understandable phraseology the chief principles underlying psychology, and develops thoroughly such chapters as *Inherited Tendencies*, *Feeling and Attention*, *Habit*, *Memory*, *Thinking*, *Individual Differences*. The application of the principles of psychology to the work of the teacher are made or are easily traced, and the relation of psychology to the individual and its value in school practice receive emphasis. There are excellent class exercises at the close of each chapter, together with a list of references for class reading. The very brief summary of each chapter is a feature decidedly commendable.

**Another popular song book** compiled by Charles Herbert Lebermore, is the *American Song Book*, published by Ginn & Company. Dr. Lebermore seems to have done an admirable piece of work, equal perhaps to the *Abridged Academy Song Book*. This new book contains practically no songs appearing in the earlier collection. There are in its 220 pages songs classified in four divisions: *Familiar and Folk Songs*; *College Songs*; *Songs of Devotion*; *Songs of Loyalty and Fraternity*. The list of composers is varied and of the highest order. There are abundant part songs and all within the reasonable voice range of students. While designed especially for use in high schools, academies and normal schools, it will serve its purpose in the home, side by side with the *Abridged Academy Song Book*. Price 72c.

**The ordinary work of the Manual Training room** is too technical to be handled by those not specially prepared to teach the subject. Much need has been manifest the past few years for handwork processes that could be carried on by the regular teacher in the classroom. A most excellent book to be used as a desk manual for classroom teachers has been written by Ella Victoria Dobbs, Assistant Professor of Manual Arts, University of Missouri, under title *"Illustrative Handwork for Ele-*

mentary School Subjects." The author is well known as one of the foremost exponents of handwork in elementary schools and has done a real service in the preparation of this volume, as has the Macmillan Company in its issuance. While the book will find its particular place in the Fifth, Sixth and Seventh Grades, teachers of the Primary Grade as well as those of the Eighth and Intermediate Grades will find valuable suggestions in its pages. A chapter is devoted to various forms of illustration, posters, bookmaking and the like. There are suggested topics in Geography and History showing how these subjects may be enriched and amplified through the handwork medium. Travel, the various industries, colonial life, dramatization, and like important subjects are treated in connection with handwork processes. The book is well illustrated by half tones showing actual work done. The directions are explicit. There are 223 pages in the book, price \$1.10.

**English of the usable type**, composition both oral and written and Oral English, are all under educational discussion. Of the modern books on composition "Working Composition," by John B. Opdycke, Head of the Department of English, Julia Rishman High School, New York, is one of the very best. Because boys and girls in the high school have ultimately, many of them at least, to earn their own living, the author has chosen material that will connect the school work with the activities of after-school life. In doing this, the English has not suffered. This volume lies entirely outside the stereotyped in book-making. The exercises are centered about work and discuss what work is, directions for work, letters pertaining to occupation, words and phrases used in writing and speaking about work and the like. There are excellent exercises, and at the close, directions for capitalization and pronunciation, studies in words, letter forms, proof-reading marks, reading lists, etc. D. C. Heath & Co., pp. 337.

**The Meaning of Education**, by Dr. Nicholas Murray Butler, recently revised and brought to date, has proved one of the most popular and helpful volumes, both for students of education and for general readers, issued during the last quarter century. Dr. Butler's latest volume, *A World in Ferment, Interpretations of the War for A New World*, will prove just as helpful although along somewhat different lines. Through this volume, however, as through all

of Dr. Butler's works, one may trace a sound philosophy, a keen insight into human nature, and a knowledge of world affairs that render the author's statements authoritative. In such chapters as *The United States of Europe*, *The United States as a World Power*, *Patriotism*, *The Present Crisis*, *Nationality and Beyond*, *The Russian Revolution*, the author gives us clear insight into the causes of the war, the relation of America to the great conflict, and an outlook as to America's future position in a world democracy. This volume of 254 pages is from the press of Charles Scribner's Sons.

**Learn To Spell** is the title of a book for High Schools and Colleges, by L. W. Payne, Jr., Associate Professor of the University of Texas. Rand, McNally & Company, pp. 144, price 40c.

The author recognizes the fact that poor spelling is not alone noticeable in elementary and high schools, but on the part of college students as well. The book is built up around selected lists of words most often misspelled and arranged by subjects for both written and oral work. Part I devotes itself to the major and minor rules for English spelling with hints and practical exercises, and Part II, to practice lists of words. In the Arts and Sciences Group the words relate to Agriculture, Botany, Chemistry and the like. In the History Group to American History, Ancient History, etc. In Language and Literature to American Literature, Grammar and Rhetoric. Part II contains a general list of words often misspelled and suggestions for teachers. This is a rather unique volume.

**The Cloister and the Hearth, A Tale of the Middle Ages**, by Charles Reade, and edited for school use by A. B. de Mille, Master in English, Milton Academy, is another volume in *The Lake English Classics*. Published by Scott, Foresman & Company. This volume of 760 pages listed at 50c, is, with others of this series, a most excellent text for schools, or for the home library. There have been in this volume omissions only of such brief portions as were unsuited for young readers. It is well edited, supplied with a copious body of notes, and suggestions for extra reading, together with other interesting material, including a chronological chart, a list of the chief works of Charles Reade, a map to show the *Journeys of Gerard*, and a valuable introduction touching the author's life and work.

**No subject is today claiming greater attention** on the part of high school teachers particularly, than that of how pupils study. It is admitted that there is much lost energy on the part of pupils in getting ready for work and that few adults even, use to the best advantage a library or a reference book. In his volume, "How to Use Reference Books," Leon O. Wiswell, School Libraries Inspector, New York State Education Department, sets forth some fundamental principles on training in the use of the library, how to go about selecting the proper books for reference, how to use the table of contents and the index of a book, how to take notes, etc. Specifically, the author takes up the dictionary and the encyclopedia, showing definitely how these reference books are to be used to the best advantage. The atlas, the gazetteer, the railroad guide, books of quotations, the concordance, are adequately treated. The organization and equipment of the library, the selection and care of books and how to accumulate a library, are subjects discussed. Lessons for elementary and secondary schools are included as a course of instruction. American Book Company, 162 pp. Price 60c.

**The "Dry as Dust" Spelling Book** days are past. The "Every Day Speller" in four volumes, just issued from the press of the Bobbs-Merrill Company, will be studied with pleasure by any child. The authors, Professor M. V. O'Shea of the University of Wisconsin, Florence Holbrook, Principal of the Forestville School of Chicago, and William A. Cook, Professor in the University of Colorado, have collaborated to exceedingly good advantage. The first book covers Grades One and Two; second book, Grades Three and Four; third book, Grades Five and Six; fourth book, Grades Seven and Eight. The work of each grade is separate so that in a sense there are eight separate volumes. Each volume is thoroughly illustrated, the pictures showing child activities, plays, games and nature studies, such as make their appeal at the particular stage of development. Attention is given to those words that are likely to be used by the majority of people in every day life, and the treatment takes into account the ways in which a pupil learns to spell most readily and effectively, and such parts of difficult words to which the learner needs to give particular attention. In the stories and sentences, many of them illustrated, the words listed in the

spelling column are given in black-faced type. There are valuable suggestions to teachers in Book II, III and IV.

**What Shall We Read to the Children?** by Clara Whitehill Hunt, Head of the Children's Department in the Brooklyn Public Library, and published by Houghton, Mifflin Company, is a most readable volume of 156 pages. The author shows a thorough knowledge of the difficulties experienced in this strenuous generation in placing before the younger children the proper literary material, and in satisfying particular needs and desires. The 13 chapters of the volume deal with the various branches of reading, poetry, nature books, fairy tales, etc., with special emphasis on what should be read to children before they themselves can do the reading. The author has prepared her book frankly to meet the needs sometimes expressed, sometimes only vaguely understood, of both parents and teachers who are studying the question of what to read to the children. The chapter on "Buying the Library" is exceedingly valuable, and offers a select list of titles for children under three years of age, those between three and five, five and seven, and a supplementary list for children over seven.

**Edward Harlan Webster**, Head of the Department of English, Technical High School, Springfield, Mass., has written "English for Business" as Applied in Commercial, Technical and Other Secondary Schools. The book is published by Newson & Co. It has 440 pages and sells for \$1.20. The author has in this text "applied the principles and methods of teaching modern English grammar and composition to the practical every day English of the counting room the platform and the modern newspaper." Being within the appreciation and experience of pupils, the exercises will interest. The various fields of business, industry and commerce are drawn upon, and the best English writers contribute illustrative material. Oral drill is given emphasis and the activities of home and social life make their contribution.

**Should Students Study?** By William Truant Foster, President of Reed College. Harper & Brothers. A little volume by a well known educator who during the past few years has done much to draw the attention of school people and others to the inadequacy of present day education in many of its popular

phases. President Foster devotes Part I of his book to college life, the difference between promise and performance, relation of success in the classroom to the after life of the student, and like interesting matters. Needless to say the conclusion is that students should study. Part II treats of specialization and attendant topics, the author's thesis being that while specialization is necessary, that it must not be had at the expense of a liberal foundation. Many of the so-called modern phases of education are shown to be less valuable and humanistic than some of the old type studies thoroughly mastered.

**The United States Post Office**, by Daniel C. Roper, formerly First Assistant Postmaster General. Funk & Wagnalls, pp. 382, price \$1.50 net. This book is as interesting as a bit of modern fiction. It traces the history of one of the most efficient institutions ever organized, the United States Post Office, from its early beginning in the seventeenth century to the present day. The evolution of our present system through the stages of delivery by horse, stage coach, canal packet, furnishes a story at once interesting and instructive. There are in the United States 56,000 post offices, and 1,500,000 miles of postal lines. The book treats also of the international postal system. In history, geography and economics classes, and in classes in sociology as well, the book will find a place. There are a number of excellent illustrations, showing postoffice equipment and procedure, and an appendix giving the postal terms in general use, a list of the Presidents of the United States and officials of the Post Office Department 1775-1917, a chronology of postal events, and a bibliography.

The short story has had a marvelous development during the last three decades. The modern essayist has during this period developed a style, lending itself likewise to brevity as compared with the essay form of earlier days. *Essays and Essay-Writing, Based on Atlantic Monthly Models*, is the title of a recent volume of 305 pages edited by William M. Tanner, of the University of Texas, and issued by the Atlantic Monthly Company. These essays, while adhering strictly to literary form, employ as well phraseology not always in common use, thus lending a note of freshness to the work. In other words, the essays reflect the editorial and magazine type of writing as well as that of the specialist.

The volume may well find place in high and normal schools and colleges, and upon the shelf of the general reader. The essays fall into the five type groups: Personal Experiences, Reflections and Comments on Life, Observations and Discoveries in the Familiar and Commonplace, Nature Essays, General Observations.

**The Boys' Camp Manual**, by Charles K. Taylor, Director of Camp Penn, Under-Military-Age Camp Near Plattsburg. The Century Company, pp. 236.

This book with introduction by Major General Leonard Wood, is quite welcome at this time. It treats particularly the value of proper physical development and shows how work in the open may be made to contribute to the welfare of the boy as well as to the nation. There is a complete outline of the organization and establishing of the Boys' Camp, attention being given to choosing the site, sanitary arrangements, fresh water, the tent, cots, and other furnishings. There are excellent half tones showing the buildings in various stages of construction together with directions for making the same. This work fits in well with the industrial phases of education. Physical training, formal military drill, signaling, field and other exercises, in which stress is laid upon ditching, observation towers, trestle construction, mapping and contour work are included in the book.

The results of the Illinois Survey have been published in book form. The work incident to the survey was undertaken in 1913 and carried on by L. D. Coffman as Director, and other prominent educators, including W. C. Bagley, David Felmley, J. A. Babbitt and others. Upon the Investigating Committee were men and women representing every type of public education in the state. Investigation was made of various phases of education, including the children, the teachers, the program of studies, the school plant, finances, organization, administration and supervision, the school and the community, conditions affecting vocational education, the rural schools. A great mass of valuable information is contained in the 380 pages. The work was undertaken in response to resolution passed by the Illinois State Teachers' Association. Copies may be had at \$1.00 each by addressing the publisher, George A. Brown, Bloomington, Illinois.

## NOTES AND COMMENT

The Kindergarten Department of the First District of California Congress of Mothers and Parent-Teacher Associations issued in June a most elaborate and suggestive report that could well be read by kindergarten and primary teachers, superintendents and parents. The committee having the matter in hand has projected the report along three main lines: Proper Housing of the Kindergarten, Adequate Equipment and Desirable Outdoor Apparatus. Emphasis is placed upon the location, light and ventilation of the buildings, heating, interior decoration, lockers and cabinets, kitchenette, and other important features. Marion Barbour is chairman of this committee. The study of the equipment goes into detail as to the various gifts, and materials for work, paper for folding and cutting, the tables, chairs and other furniture. The cost for the first equipment is estimated at \$129.00. The Chairman of this committee is Nora H. Millsbaugh. Ada M. Brooks and her committee on outdoor apparatus give ample attention to such features as the sand bed, slide, ladders, swings, etc., and a list of tools quite comprehensive. There is an explanatory page submitted by Barbara Greenwood as Chairman of the kindergarten committee.

Mr. Alfred Mosely, a prominent English educationalist, who on various occasions has visited America, notably as leader of the English Commission, having in hand the investigation of Industrial Education in America, died recently in England. Mr. Mosely was one of the clearest thinkers in educational lines in England. An interview with Mr. Mosely, which showed him to be far ahead of his time, was published in our issue of February, 1912.

The Parent-Teacher Associations are in many localities doing a great work. Says O. F. Hawkins, Supervising Principal at Westwood: "I do not know whether the Parent-Teacher Associations in our state to any great extent have knowledge of and use the service of the National Congress of Mothers in the matter of loan papers. The Congress has a list of about 100 splendidly written papers that may be either rented one at a time for a period of three weeks for 20 cents, or a set of 12 may be secured for \$2.00, and may be kept for one year. Parties interested may get list of

loan papers by writing to the National Congress of Mothers, Washington Loan and Trust Bldg., Washington, D. C." These papers are found to be of great service in the program work of Parent-Teacher meetings.

The San Francisco Public Education Society has been formed to supervise the carrying out of the recommendations of the recent school survey made by the United States Commissioner of Education. This society is made up of club women, business men, labor leaders and others, and was brought into existence through the effort of the committee that secured the services of the Commissioner. The aims of the society are set forth as follows:

To concentrate the forces aiming to give San Francisco the best possible system of public schools.

To provide a clearing house for all agencies and individuals interested in the public schools.

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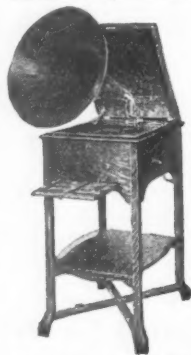


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We spell four and fourteen with a "u," but when it comes to forty we very properly leave the "u" out. This word forty has had some strange adventures in its travels from the thirteenth century down to date. In tracing the word from its earliest form we find it disguised by being spelled feowertig, taken from the word feower, which is four, and from tig, which meant ten. Thus the word feowertig was used in the thirteenth and early fourteenth centuries, but Chaucer in his "Canterbury Tales" changed the spelling to fourty. Why he did this is a mystery; look at some of the other words he suffered to remain hidden in an entanglement of superfluous letters!

Somebody didn't approve of Chaucer's orthography, for fourty became fourthie next. Some folks are never satisfied, they must be changing things. In 1585 the word was operated on again and emerged as fourtie.

When Shakespeare came along he looked at the word awhile and then kicked out the "u," writing it down as fortie. Then the annotators of Shakespeare dropped the "ie" and substituted the plain ending "y," so that the word was spelled as we spell it today—forty. Shakespeare changed the spelling doubtless for a phonetic reason. He spelled the word as it was spoken and as we speak it today. The outlook for a further contraction is not very encouraging.—The Proof. for September.

**The Dog-Day Club**, is the title of a little booklet published by G. & C. Merriam Company of Springfield, Mass. The author of the story, Mrs. Irene M. Gould, has presented in delightful fashion, more as a game than as a task, a lesson or series of lessons, having to do with the use of the dictionary, the selection, spelling and pronunciation of words. There are some very catchy drawings accompanying the text. Copies may be had by writing the G. & C. Merriam Company, Springfield, Mass.

We are indebted to Mr. Joseph A. Beek, Minute Clerk of the State Senate, for a splendidly bound volume of the Final Calendar of legislative business of the recent legislative session. This is a volume of 568 pages and contains all data relative to recent legislation, bills introduced, the various committees and like important matters.

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**Le Premier Livre** is a beginners' textbook covering all the work of the first half year, constituting an elementary grammar and a reader combined. All the work in conversation, grammar, and composition is based on the successive chapters of Hector Malot's **Sans Famille**. The book contains a large number of attractive line drawings.

**Le Second Livre** is intended to follow **Le Premier Livre**, and to cover the work of the second half of the first year. Its aim, plan, and character are similar to those of **Le Premier Livre**. The basis for this book is Jules Verne's **Le Tour du Monde en Quatre-vingts Jours**. This story is especially adapted to keep up the interest of students, to provide for them a varied but practical vocabulary, and to furnish a large amount of material upon which the study of grammar, conversational exercises, and composition can be based. Many fine line drawings add to the attractiveness of the book.

*These new books were adopted recently for use in the Los Angeles high schools. They are both on the official list for California high schools.*

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"Work of School Children During Out-of-School Hours" is the title of Bulletin No. 20 of the United States Bureau of Education.

As indicated in the title, attention is given to the employment of school children, the lines of work in which they can be helpful, reasons for children leaving school, discussion of home gardening as a substitute for the common forms of employment for school children and tables and summaries that will prove valuable for students of education.

The bulletin is prepared by C. R. Jarvis. Copies may be had at 5c each by writing the Department of the Interior.

The Victor Talking Machine Company issues from month to month a list of new Victor records. These lists should be secured in order to keep abreast of the most modern school records. At the present time much attention is being devoted to music having relation to dramatization, folk songs and patriotism. The list of patriotic records recently issued is very suggestive. Grade and high school students are just now singing patriotic airs with great enthusiasm.

#### The New Illinois School Book Law

Late in the last session of the Illinois State Legislature a law was enacted to regulate the adoption, sale and distribution of school textbooks. Many bills were presented but the one which was finally adopted was perhaps one of the best offered. It kills for some time to come the plans for state adoption and state uniformity and state publication of school textbooks. The law leaves the school districts of the state free to select and purchase their own books direct from the school book publishers of the United States who have filed their textbooks with the state superintendent. The law protects the school board in the matter of prices which are on record in the office of the state superintendent. The books purchased by any district are to be used for five years before making any change for different textbooks.

Districts may designate a dealer or dealers to act as agent of the district in selling textbooks to pupils. In such cases the dealer shall sell at prices which shall not exceed a ten per cent advance on the net price to the district. When a family removes from one school district to another within the state the clerk of the district may purchase out of the contingent fund the textbooks in actual use by the

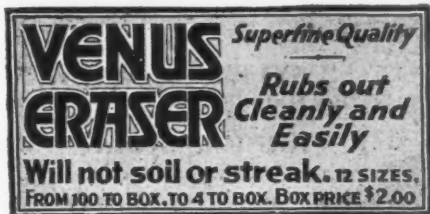
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The law thus gives every school district the right to purchase books adapted to its needs in the textbook market of the country. It also leaves the market open to competition on the part of publishers, and this competition tends to produce the best textbooks possible.

The following works published by Isaac Pitman & Sons, 2 West 45th Street, New York, have been adopted by the New York Board of Education for 1917-1919, and are available commencing with the September term: "Manual of Spanish Commercial Correspondence" by G. R. MacDonald (price \$1.50); "Principles and Practice of Continuation Teaching," by C. H. Kirton (\$2.25); "Simple Lessons in Color," by H. A. Rankin (\$1.60); "Notes of Lessons on Isaac Pitman Shorthand," by W. Wheatcroft (85c); "Commentary on Pitman's Shorthand," by John W. Taylor (\$1.25); "Paper, Its History, Sources and Manufacture," by H. A. Mad-dox (85c); "Linen From the Raw Material to the Finished Product," by Alfred S. Moore (85c); "Silk, Its Production and Manufacture" by Luther Hooper (85c).

Professor John M. Brewer—who a few years ago went from the Los Angeles School Department to teach in Harvard University and there made an enviable record for himself—has now returned to California, his home state, where he is to do some special work in English and Vocational Education in the Los Angeles State Normal School. While on the Harvard faculty, Dr. Brewer and Dr. Moore—the new president of this Normal School—were very closely associated in their work. Dr. Brewer is the author of "Oral English"—a book which is rendering a much needed service in many of the California high schools.

"Food Thrift Series" is the title of a most valuable series of bulletins issued by the United States Department of Agriculture, entitled as follows: No. 1, Help Feed Yourself. "Make Home Gardens and Backyards Productive" is the lesson carried in this folder. Readers are admonished to demonstrate thrift in the home and to make saving rather than spending the social standard. No. 2, Watch Your Kitchen Waste. "A large part of the \$700,000,000 estimated food waste in this country, is good food, which is allowed to get into garbage pails and

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kitchen sinks. Ask yourself, can it be eaten? "To be an efficient home manager," says the bulletin, "you must know your job. Abandon food prejudices, don't be finicky. Be willing to try new foods. Cook food properly." No. 3 Let Nothing Spoil. "Heat, dirt, improper handling, flies, insects and rats or mice, are the greatest food wasters. Write today to the U. S. Dept. of Agriculture or to your State Agricultural College, for full information as to how to keep food in the household and how to can and preserve all surplus fruits and vegetables." No. 4 says, "Every woman can render important service to the nation in its present emergency. Every ounce of food the housewife saves from being wasted in her home,—all food which she or her children produce in the garden and can or preserve—every garment which care and skillful repair make it unnecessary to replace—all lessen that household's draft on the already insufficient world supplies."

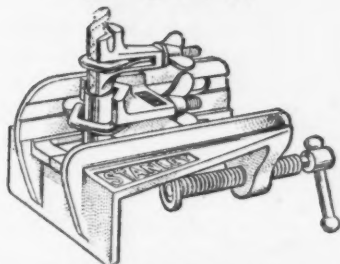
Henry Disston & Sons, Inc. of Philadelphia have inaugurated a monthly house organ for employees of the company. The title of the publication is "Disston Bits" which has a double significance, "bits" being another name for the teeth of inserted tooth saws, one of the company's products.

As the announced purpose of the publication is the stimulation and crystallization of good will and fellowship among the employees, it has been considered desirable that all illustrations, cartoons and editorial matter be the work of the employees themselves and the paper is being published along these lines.

From the appearance of the first issue there is every indication that ample talent is available among the 3600 employees of the company to produce a very creditable publication. "Disston Bits" has eight pages, 9x12, and comprises several departments, including Editorial, Sports, Safety First, etc.

A Pamphlet entitled **Industrial Education** and which is a report of the Committee on this subject from the National Association of Manufacturers, is issued from the Secretary's office, 30 Church St., New York City. This is a very suggestive presentation of an important matter and sets forth the subject from an angle with which the educationalist should be familiar. The pamphlet discusses courses of study, conservation of natural resources, products and by-products, agricultural education, teacher training, and like important matters.

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**Vocational Education** is the title of Bulletin No. 23, prepared by Dr. E. R. Snyder, Commissioner Vocational Education. It sets forth the general regulations of the State Board of Education for the Establishment and Maintenance of Federal and State Aided Vocational Education in California. The text is divided into three parts. 1—Vocational Courses in Agriculture. 2—Full time, part time and special day vocational classes in trades, household economics and industries. Part 3—Continuation Classes in Civic and Vocational Subjects for persons over 14 and under 18 years of age, who are not in attendance upon regular day schools.

**"Of making many books there is no end."** Teachers generally will find interest in the perusal of Bulletin No. 14, issued under direction of the United States Commissioner of Education, entitled "A Graphic Survey of Book Publications—1890-1916."

This is prepared by Fred E. Woodward and gives in text and in graphic form, statistics on the number of books published in such fields as philosophy, science, education, agriculture, domestic economy, juvenile and the like. The fluctuations are of interest. No fewer than one-third of the books published in this country are by foreign authors. The proportion of books of fiction to the total number of books issued varies from 27.4% in 1901 to 8.77% in 1914.

**Sawmills in California**, it is estimated, will cut a total of over 1,400,000,000 feet b. m. in 1917. Reports received to date from mills in California having a capacity of five million feet or more total 1,311,135,000 feet b. m. for 1916. Of this amount 48 mills cut 1,298,837,000 feet b. m., which is a gain of 263,996,000 feet over the 1,034,041, feet cut by the same mills in 1915.

**Business Colleges and similar institutions** have long recognized the importance of training teachers of shorthand, and have provided summer normal courses to prepare men and women for this field of work.

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A noticeable feature of the course this year was the large percentage of the college graduates in attendance. This not only shows the tendency in the public schools to raise the standard of educational requirements, but indicates that college graduates are becoming aware of the rewards—both financial and professional—that await the well-trained short-hand teacher.

The Fresno Summer Normal School has requested of the officers of the Sierra National Forest, more land on which to construct school buildings. The Normal School, which has a tract of 20 acres rented from the Government on the shores of Huntington Lake in the Sierra National Forest, had a large attendance this summer, and the officers of the school expect the attendance to increase yearly.

This school, in the High Sierras, is said to be the only normal school on a National Forest in the country. It offers a regular six weeks course every summer in normal work, as well as courses in woodcraft and general forestry subjects. The students of this school also have the opportunity of combining a vacation in the mountains with their regular school courses. Lectures from time to time by Forest officers on forestry subjects are a feature of the class work. The students also visit nearby ranger stations and timber sale operations to study National Forest administration and protective work.

Near the school is a summer resort with hotels, stores, a restaurant, billiard hall, and cottages, all on land rented from the Government. For the use of the summer residents the Forest Service has installed a water system consisting of tank and pipe line. Across the lake from the settlement the city of Fresno has leased a site of 15 acres for a municipal camp similar to the camp established on the Angeles National Forest by Los Angeles.

Huntington Lake is about 60 miles east of Fresno in the High Sierras, and was formed by the damming of Big Creek for power development purposes. Water diverted from this lake develops the power for Los Angeles, 250 miles away. Hydro-electric power, the Forest officers say, is one of the greatest resources of the National Forests. Power plants in the Forests of California during the past season developed 272,420 hp., and permits have been issued for the use of other sites which will produce 470,000 hp.

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Through the establishment at Stanford University of a School of Education and in operation this year, a very important step has been taken. The Department of Education at Stanford, under the leadership of Dr. Cubberley, has sent out some of the best prepared men and women in the country. In his new position as Dean of the School, Dr. Cubberley, together with his associates, will co-operate with other departments in the University and work will be offered to graduates and under-graduates to fit them not alone for teaching positions but for supervision and administrative work.

Herbert C. Hoover, now acting as Food Dictator of the country, advises that the Americans increase the proportion of vegetables in their diet, thus to make less of a draft upon the meats and bread stuffs. He says, "Price conditions in the larger cities may not permit of so large a proportion of substitution of vegetables as in the country districts and smaller towns. It is even more important, therefore, that in the country districts and smaller towns, vegetables should be substituted for the staples." He further says: "Our consumption must be reduced. This can be done, first, by elimination of waste; second, by the substitution for the kinds of food needed by the Allies of food not so needed, but which we can just as well use, as corn for wheat, poultry and eggs for red meat, and so on; third, by voluntarily restricting ourselves to a sufficient and sensible ration, which, rather than being hurtful, will be of advantage to us physically and morally."

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